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**EDITOR:
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Letter from the Editor

Dear Conference Presenters,

Thank you for your wonderful contributions to the 2013 International Society for the Social Studies Annual Conference. Your presentations have helped to make the conference a success. The combination of pedagogical and content based presentations left conference attendees both excited and content. It is our hope that the following will either provide a synopsis of the presentations or offer even more information.

Sincerely,

William B. Russell III

Editor

Joshua L. Kenna

Editorial Assistant

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**THE INTERNATIONAL SOCIETY FOR THE SOCIAL
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**Implications of Common Core State Standards on
Social Studies Education**

Joshua L. Kenna

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Teaching About Asia in a Social Science Education Program

Cyndi Mottola Poole

University of Central Florida

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Comprising over 60% of world population and 30% of the world's land, Asia is the world's largest continent. Over the past thirty years, several Asian countries have become increasingly prominent as global economic, political, and military powers. However, many of our schools still embrace a primarily Eurocentric curriculum, and resultantly, Americans remain largely ignorant about this important continent. Despite the prominence of standards-based education, the individual teacher is usually still the primary decision-maker in determining the educational experiences offered in his/her own classroom. Thus, a crucial first step in broadening school curriculum to include more Asian topics is to improve the preparation of pre-service teachers in this area. This study sought to discover the extent to which Social Science Education (SSE) seniors at a large southeastern public university felt that their program has prepared them to teach accurately and confidently about Asia. Through

the use of focus group interviews, we discovered that although the pre-service teachers within this SSE program expressed great confidence in the pedagogical skills they acquired through their teacher education program, they felt their lack of subject knowledge made them ill prepared to teach about Asia.

Teaching Students about Contemporary Germany

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Eastern Kentucky University

Two K-6 social studies methods instructors, from different universities, collaborated to facilitate a teacher-tested, interactive workshop, for social studies educators, which was focused on various aspects of modern Germany. Participants engaged in active strategies that introduced contemporary technological and environmental advances, the reunification of the country, issues of immigration, the education system, politics, government, economy, world status, and Germany-U.S. relations.

Rationale

Students must develop skills to recognize and address global issues, understand other nations and cultures, and learn from and work collaboratively with individuals representing diverse cultures in a spirit of mutual respect and open dialogue (Partnership for 21st Century Skills/AACTE, 2010; Stewart, 2012). “As the line between domestic and international affairs blurs, U.S. citizens will increasingly vote and act on

issues that require a greater knowledge of the world” (Stewart, 2012, p. 3), thus, the civic goal is to help students develop clarified global identifications and understanding of their roles in the world community as well as how international events affect their daily lives (Banks, 2008). Creating such an education response to globalization requires teachers to modernize and internationalize the curriculum (Stewart, 2012).

Social studies instructors’ awareness and understanding of Germany, as a modern country, is a timely topic. Germany has taken center stage in the current negotiations concerning the debt crisis in the European Union. Germany is a leader among European nations; it has the world’s fifth largest economy in purchasing power parity (PPP) terms and is a leading exporter (Ahearn & Belkin, 2010; CIA, 2012). “In 2008 exports of goods and services accounted for 47% of Germany’s GDP—more than three times the rate in the United States” (Ahearn & Belkin, 2010, p. 1). Additionally, the U.S. and Germany are intricately connected. According to the 2000 U.S. Census, more Americans, 42.8 million people or 15% of the population, declared German as their primary ancestry, more than any other single ancestry (2004, p. 2). At 9.4%, Germany is

among the top 25 U.S. export trading partners (Ahearn & Belkin, 2010; U.S. Census Bureau, 2011) and,

German companies doing business in the United States employ about 670,000 people, or one in every 200 people in the private sector. U.S. companies operating in Germany employ nearly 800,000 people, which accounts for nearly one out of every 35 jobs in the private sector (Ahearn & Belkin, 2010, pp. 1-2).

Because of growing German industry in the United States, many teachers also encounter German students in their classrooms. An understanding of the people and culture, therefore, is critical.

Yet, the ideas that many people retain, from history courses and media, are often limited to Germany's involvement in two world wars and the Holocaust. Educators, of course, have a responsibility to teach this history, in remembrance of the people and events of the past and to help prevent societies from making the mistakes of their predecessors. It is, however, also essential that teachers prepare our new generation of young students for global citizenship by challenging lingering stereotypes with contemporary information.

Germany, for many years was a 'non-immigration' country populated with a homogeneous population connected by language,

religion, and cultural traditions. In years following the last war, immigrants from many nations have escaped weak economies and unstable political situations by moving to Germany. The German population and government are learning to deal with increasing issues related to minorities who often do not easily assimilate. Therefore, comparative study of Germany's modern concerns alongside contemporary problems in the United States is useful for helping students to engage in dialogue that may help them understand the origins of prejudice and xenophobia. Such a comparative analysis can help both nations find appropriate solutions to common problems as well as dispel stereotypical images of the two countries in their respective populations.

Study of modern Germany and its heritage offers a case study in contrast and contradiction. While the cultural legacy of German literary, artistic, and scientific genius has impacted the evolution of Western Civilization, it has also been at the source of devastating war and unparalleled genocide. Teachers need to present a balanced picture of Germany to their students. We do not propose ignoring the facts of

history; rather we urge teachers to access up-to-date information about Germany and share it with students.

Workshop Summary

This interactive teacher workshop focuses on learning about contemporary Germany. Overall, the participants engage in various activities to explore German culture, receive free Goethe Institut teaching materials, and learn how to apply for the Germany summer study tour for social studies educators (K-16 and administrators).

The workshop begins by introducing an icebreaker sheet that contains questions about contemporary Germany (e.g. the current chancellor's name, the surrounding countries, etc.), and participants move around the room locating others who might know the answers; a whole group review follows. Second, the instructors offer an overview of the rationale for teaching about contemporary Germany. Third, the participants engage in a scavenger hunt using an example Goethe Institute student booklet entitled *It's Up to You and Me: Here and Across the Sea*, which supports learning about the world's environment and is appropriate for use with upper elementary to middle school students. Fourth, the

instructors present a slideshow of photos taken during their Goethe Institut summer study tour and discuss various locations and information for educators (e.g. museums, historic sites, contemporary life, current political/government sites and issues, education, etc.). Fifth, participants view the Goethe Institut website which offers free teaching materials such as lesson plans at every grade level, maps, and interactive critical thinking games. Participants also are given DVDs and other hard-copy materials for immediate use in their classrooms. The workshop focuses on sharing ideas about how to teach contemporary Germany to K-12 students and teacher candidates in higher education.

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**Evaluating Pedagogical Techniques in Education Courses: Does
Assignment Resubmission for Higher Grades Increase Student
Achievement?**

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Russell Owens
University of Scranton

This paper reports upon an action research project undertaken with sixty-one undergraduate students taking education courses during the 2011 fall and spring 2012 semesters at a Northeast Pennsylvania College. The purpose of the study was to examine students' feedback on the concept of resubmission of assignments for a higher grade and how it impacted their academic experience and academic achievement, and propose some guidelines for further exploration of the method. The paper is a continuation of ongoing research conducted by Dr. Owens and Mr. Asklar on learning tools and the use of Moodle in a traditional classroom. The objective of this primarily qualitative study was to go beyond the traditional classroom grading concepts and allow students one chance to resubmit written assignments for a higher grade. In-depth interviews and surveys were conducted to examine student perceptions of grading

effectiveness and academic achievement. The following themes emerged from qualitative analysis of student perceptions derived from in-depth interviews and survey results: Effect on learning, the learning environment, student development, and amount of time and effort needed. The findings of the study indicated that the use of assignment resubmission in the classroom led to higher levels of perceived and actual skill development, self-reported learning, and evaluation of classroom experience in comparison with traditional grading and learning. Future research will expand data gathering and improve the research design.

Incorporating Global Citizenship into Social Studies Classroom

Anatoli Rapoport
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Citizenship education, preparation of young people who can make informed and reasoned decisions, education of citizens of a culturally diverse society in an interdependent world has been the primary purpose of social studies education for many years. Global citizenship is one of citizenship models that social science scholars and the corporate world have been discussing for a long time. However, school practitioners, particularly in the United States, are not very vocal about it. We hear much about global aspects of citizenship at conferences but not in classrooms. The purposes of this project were: (a) to find out to what degree teachers use conceptual framework of global citizenship in the social studies classroom and (b) to investigate what curricular devices and pedagogies social studies teachers use to address aspects of global citizenship.

Participants were recruited through convenience sampling procedure from social studies teachers who had at least 3 years of teaching

experience and who also self-identified as interested in teaching international and global issues. An invitation to participate in this study was sent to social studies teachers of high schools in North-Central Indiana. Four teachers responded and agreed to participate. Data were collected through observations and in-depth reflective semi-structured interviews. The researcher observed 40 lessons in various social studies content areas that were taught by the study participants. All instances that could be attributed to the teaching of aspects of global citizenship (e.g. globalization, global consciousness, global government, human rights, etc.) were recorded in field journals. All materials and pedagogies (techniques and strategies) that participants used were also documented.

The study demonstrated that social studies teachers frequently use information about international issues in their classrooms. Both observations and interviews provided clear evidence that there is a tendency to incorporate global and international perspectives into citizenship education. Teachers use various frameworks and curricular devices to raise students' awareness of global problems and their understanding of global interdependence. The data revealed that such

concepts as *globalization*, *interdependence*, *global market*, *tolerance*, *global environment* and *international law* were frequently used in the classroom to teach global and international perspectives. Ironically, the concept of global citizenship, which was the focus of this study, was never mentioned during the observed classes that demonstrates how uncomfortable the participants felt about this concept. Although the participants agreed that it was important to infuse global dimensions into all aspects of citizenship education, it remained unclear if they possessed a comprehensible rationale for teaching this and related concepts.

In their reflective notes, the participants outlined four basic goals of global citizenship: (a) understanding of other cultures; (b) learning and understanding of the world around us; (c) being aware of global interdependence; and (d) better understanding of the place of the U.S. in the world. However, the individual interviews revealed that those goals were more nuanced. By their own accounts, the participants used the global citizenship framework to address the issues of identity, moral responsibility, respect (self and others), freedom, loyalty, environment,

sustainable development, cultural relativism, and multiculturalism to name a few.

Both observation and interviews demonstrated that participants did not use any specific pedagogy or technique to teach global citizenship related issues. However, two pedagogical approaches or techniques were always present in the topics that the participants classified as related to global citizenship education. These two approaches were: (a) comparative approach and (b) teaching controversial issues. All participants felt comfortable using comparative approach in teaching global citizenship related issues. Comparison was used to achieve two opposing goals: (a) data, or texts, or artifacts were compared to demonstrate differences between countries, regions, cultures, or ideologies and (b) data, or texts, or artifacts were compared to demonstrate similarities.

The study demonstrated that social studies teachers understand the necessity of using the global citizenship model in their instructions. But without any outside incentive, without proper training and with minimal curricular or institutional support, the existing personal interest can rarely translate into regular instructional practice. The outcome of teachers'

interest in aspects of global citizenship education is not guaranteed unless this interest is supported by new courses or new topics for pre-service teachers and special training for in-service teachers.

Internal Culture: The Heart of Global Education

Cyndi Mottola Poole

University of Central Florida

Global education has become a prominent buzzword in academic circles over the past thirty years. However, many teachers and curriculum writers miss the true intent of global education when they spend their limited instructional time discussing external features of other cultures. While this type of instruction may be enjoyable to students and relatively easy to plan, it does not help students to develop a true global perspective. If we are to call ourselves global educators, we must facilitate our students' understanding of the world as an interconnected system comprised of billions of people with whom they could potentially need or want to communicate cross-culturally. Hanvey (1976) outlined five "Key Elements of a Global Perspective", including perspective consciousness and cross-cultural awareness. In order to encourage these objectives, teachers and curriculum writers must embrace the instruction of internal culture. Internal culture focuses on the cultural norms that subconsciously guide one's behavior and communication

style Merryfield (2011), building on the work of Storti (1999), defined six elements of internal culture: concept of self, uncertainty avoidance, time, responsibility, importance of face, and degree of directness. Utilizing this framework, this presentation discussed appropriate classroom activities that help students discern their own internal culture and that of others, and use this new understanding to improve their cross-cultural communication skills.

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The Treatment of Monotheistic Religions in World History Textbooks

Jason Allen

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This study examines the presentation of Christianity, Islam, and Judaism within the pages of two commonly adopted high school world history textbooks; Prentice Hall's *World History: Connections to Today* and McDougal Littell's *Patterns of Interactions*. The most recent edition of each title at the establishment of the study was analyzed, as was the 2001 edition of the same title. This research examines narrative content, word usage, illustrations, and the questions presented within the examined textbooks.

As the analysis was completed, a journal was maintained to record findings, which were then placed within a data collection chart created for this research. Quantitative findings were reported in absolute numbers and percentages when appropriate with a narrative statement providing the study's overall conclusions.

Multiple themes developed from this research. Including, the point that Christianity receives the greatest amount of narrative content in the

textbooks studied whereas Islam has portrayals that highlight the spiritual aspects of the religion to a greater extent than Christianity and Judaism. It was also discovered that Judaism received the least amount of coverage of the three religions and only receives detailed exposure when connected to either Christianity or Islam. Additionally, the research concluded that textbooks remain static over long periods of time with most changes being cosmetic in nature.

College Readiness: Preparing Rural Youth for the Future

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Introduction

Over 600,000 students attend Ohio's 13 public university main campuses, 24 university regional campuses, one free-standing medical college, 23 public community and technical colleges, and 63 independent colleges and universities (Riley, 2008). The availability of post-secondary institutions in Ohio is abundant. In fact, most Ohio residents live within 30 miles of a college or university campus (Riley, 2008). However, local availability alone does not make it easy for youth to go to college. Young adults recognize that barriers exist to implementing their future career choices and seek ways to overcome these obstacles (Ferry, 2006). In Ferry's study, she found that youth voiced that the lack of financial resources to attend additional schooling or training was a major barrier.

Furthermore, she noted for college-bound youth, the second most identified barriers were college acceptance and being capable of graduating.

In Ohio, more than one-third of recent high school graduates must enroll in remedial math and/or English in college (Ohio Board of Regents, 2012). The State's share of instruction dollars for remedial coursework was over 32 million dollars across all public education sectors in Ohio in FY 2007 (Riley, 2008). According to Gallardo, R. & Bishop (2011), 16.8% of adults in rural counties had at least a B.A. degree (approximately half the urban rate). The maps provided in their article also indicated that most of rural Northwest Ohio has a "well below average; less than 14 percent" of its adult population holding a college degree. It is increasingly important that we address this issue from both an economic and college success for youth standpoint. Since the Northwest Ohio region is mostly rural, consisting of 22 counties that cover over 9,400 square land miles, and within these counties there are over 140 high schools, it is unmanageable to address this problem alone.

College Readiness for Rural Youth is an innovative, hands-on postsecondary education bridge program that gives youth the opportunity to explore college attainability, admissions, financial aid and application processes. The curriculum aims to support academic success and transition to college for youth. Creating a climate of success for 4-H youth in Northwest Ohio is a goal of this innovative program and partnership. We have engaged our collaborating partners to develop and facilitate “bridging” programs to support academic success and transitions to college for 4-H youth in our region. This program serves as an “on-the-ground” approach to developing the skills and abilities necessary for youth entering post-secondary education to succeed at a higher level. The support and guidance through this bridge program has built the foundation needed to allow for students to envision college access as an attainable goal. The program is adaptable to fit the needs and demographics of diverse student groups.

Real Money- Real World is a successful financial literacy program OSU Extension 4-H professionals use in the NW Ohio region in partnership with local schools. We used this program and partnership to

integrate our College Readiness for Rural Youth initiative. Collaboratively, we developed an expanded lesson that includes topics on college transition. This has helped students identify what steps need to be taken, educationally and financially, to attain their career goals. The overall program has aligned to the Ohio Department of Education Personal Finance Curriculum, thus helping schools partially fulfill their requirement to teach Financial Literacy (part of Amended SB 311). This information/model can have a state-wide and national impact through use of the Student Portal.

This program is a true “regional” approach by encompassing at a minimum of 15 counties and over 3000 students since 2011. The 4-H Professionals in Extension offices within Putnam, Hardin and Williams Counties have lead other counties in their region to cover a broad area of Northwest Ohio in the execution of this curriculum. Also, college-readiness and academic bridge programs have been implemented through the region in collaboration with our partners, including Owens Community College (Findlay), Rhodes State College, OSU Lima, Bowling Green University and 17 local school districts. Each of these partners hosted a

College Readiness for Rural Youth NW Ohio event. These programs will help students achieve academic success and bridge the “accessibility gap” to higher education.

Findings

College Readiness for Rural Youth Participants

- A total of 3023 students from 15 counties and 72 schools participated in the Real Money Real World Program. Students ranged in age from 7th grade to Seniors.

College Readiness for Rural Youth Survey

- Their knowledge levels were assessed using a pre-posttest survey. The assessment used a 3-point Likert scale. The posttest also included a question on the perceived usefulness of the program and a place for write-in comments.
- All questions showed an increase in self-reported knowledge with increase scores ranging from .93 –1.13 and a mean increase of 1.00.

College Readiness for Rural Youth Results

- The students reported the greatest increase in knowledge in the areas of The College Admission Office and The Financial Aid.
- The areas showing the least amount of change were the Choosing a College and Career Goal Setting. However, these two categories scored the highest in knowledge in the pre-assessment.
- The mean score for usefulness was 2.58 and therefore showing a moderately high degree of usefulness.
- The top categories of response when asked what was the most useful part of the program included Admission Requirements (175 respondents), Financial Aid (97) and Choosing a College (70).
- Areas that the participants listed as information not covered included specific school information to include information regarding specific schools, programs or alternative to traditional college settings (28).

Conclusions

This program serves as an “on-the-ground” approach to developing the skills and abilities necessary for youth planning to enter post-secondary education to succeed at a higher level. The support and

guidance through this bridge program has built the foundation needed to allow for students to envision college opportunity as an attainable goal. The approach is adaptable to fit the needs and demographics of diverse youth groups.

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**The University Core Curriculum Program: Factors of Success and
Opportunities for Potential Improvement**

Mohamed Elgeddawy

Prince Mohammad Bin Fahd University

This paper provides an insightful reading of the concepts and practical applications that underlie a successful university core curriculum story, while exploring the potential it holds for several audiences such as academicians, faculty, decision and policy makers and college students. The intention is to identify factors of success of a competency-based core curriculum program that embodies the mission of Prince Mohammad Bin Fahd University (PMU) in the Eastern Province of Saudi Arabia and responds to the needs of the future workforce and the Saudi Labor market. The story I advocate situates the core program within the intellectual discourse of three interrelated guiding principles. The first principle is relevant to understanding the demands and conditions of the employment Saudi market and its global-oriented requirements. The second principle relates to understanding the needs of the Saudi college students and the impact globalization has left on their expectations. The third principle addresses the educational philosophy and pedagogical approaches of a

core curriculum that responds to the needs of the abovementioned two driving forces. With the three guiding principles in mind, the paper discusses the value of designing the core curriculum program around a set of social sciences, humanities, natural sciences, mathematics and global competencies. It also points out that a constructivist approach to thinking skills stands behind the advocated core curriculum where students have ample opportunities to consider what it is like to act, react and think as a researcher, an historian, an observer, a chemist, a lawyer, a judge, a businessman, a scientist, a mathematician, a decision maker, or an economist. The paper illustrates that the core curriculum is all about well-argued, methodical thinking that allows students to demonstrate how smart they are and not whether they are smart.

Background

According to the International Labor Organization report (2010), Saudi Arabia faces an increasing rate of unemployment among university graduates, despite a remarkable increase in the economical growth ratio of the country. The report relates the growing rate of Saudi unemployment to a mismatch between the output of academic higher institutions and labor

market needs which require workforce with competencies looked-for by the globally-oriented knowledge-based economy of Saudi Arabia. This is as it is because despite the economic growth that Saudi Arabia has been witnessing and the increasing expenditures on education "...the ability of contemporary education system to produce nationals with the skills the private sector requires is doubtful (Forstenlechner & Rutledge, 2012). That is , "...there is a persistent gap between the kind of knowledge and skills that are most in demand in the workplace and those that education and training systems continue to provide" (ILO Report, 2010, p.13).

Addressing the Skills Gap

This paper advocates a university core curriculum that addresses the abovementioned perceived skills gap. It centralizes a competency-based core curriculum with three guiding principles that derive its design. The first guiding principle relates to an understanding of the nature of the local labor market which depends on a knowledge-based economy. International research informs us in this regard that global economy, such as that of Saudi Arabia, necessitates global education to generate workforce with multi-tasking capabilities (Caroline, 2010). The second

guiding principle informs us that globalization has left its impact on students' needs. Saudi students expect to be globally equipped with disciplinary and interdisciplinary experiences. They expect their university degree to empower them with the communication, technological, research skills and global awareness that the job market needs. The third guiding principle relates to the establishment of a core curriculum that addresses the needs of the future workforce and the industry. With the three guiding principles in mind, two theories are assumed to inform the construct of a competency-based core curriculum program that addresses the perceived skills gap:

1. Human Capital Theory

According to human capital theorists, skills development raises the productivity level of the workforce, leading to a decrease of the unemployment rates (Robert, 2006; Yorke, 2004). Figure 1 depicts this process.

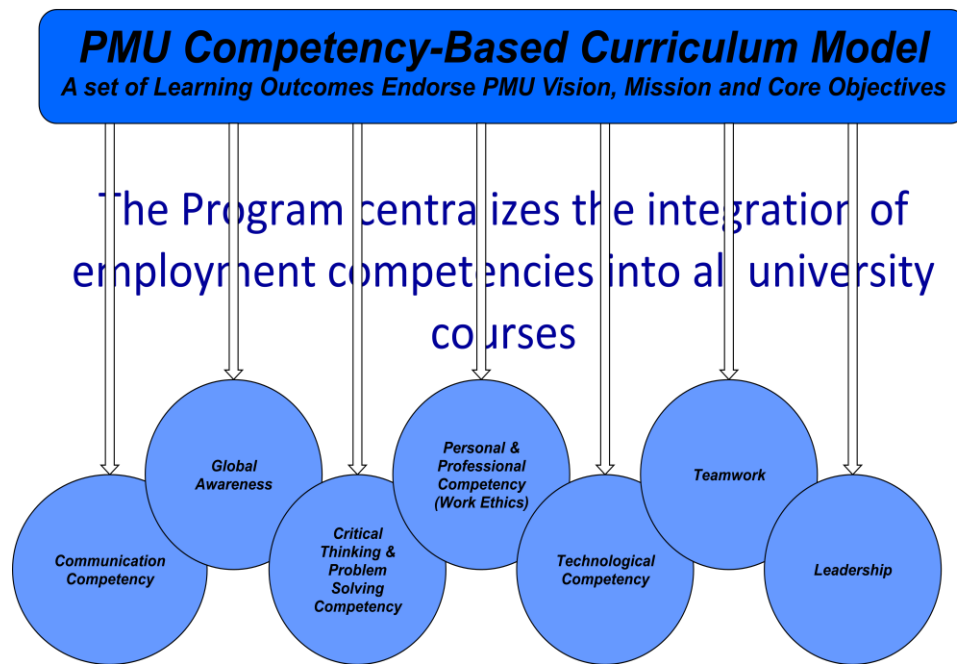
Figure 1



2. Constructivism

Adopting a constructivist approach to thinking skills gives students ample opportunities to consider what it is like to think as a researcher, an observer, a scientist, a chemist, or a businessman. The two interrelated theories that construct the framework of the core curriculum inform our pedagogical approaches that endorse learning-by-doing, inquiry-based learning, and performance-base Learning (David, 2012). With a constructivist pedagogical approach in mind, the vision of PMU's core curriculum has been designed to endorse a quality education that generates global competent students. Building a global character necessitates the integration of global studies and global competencies into the core curriculum program. As such, all students, regardless of their major of study, have to take between 40 to 55 core curriculum courses that integrate the global employability competencies as shown in figure 2 .

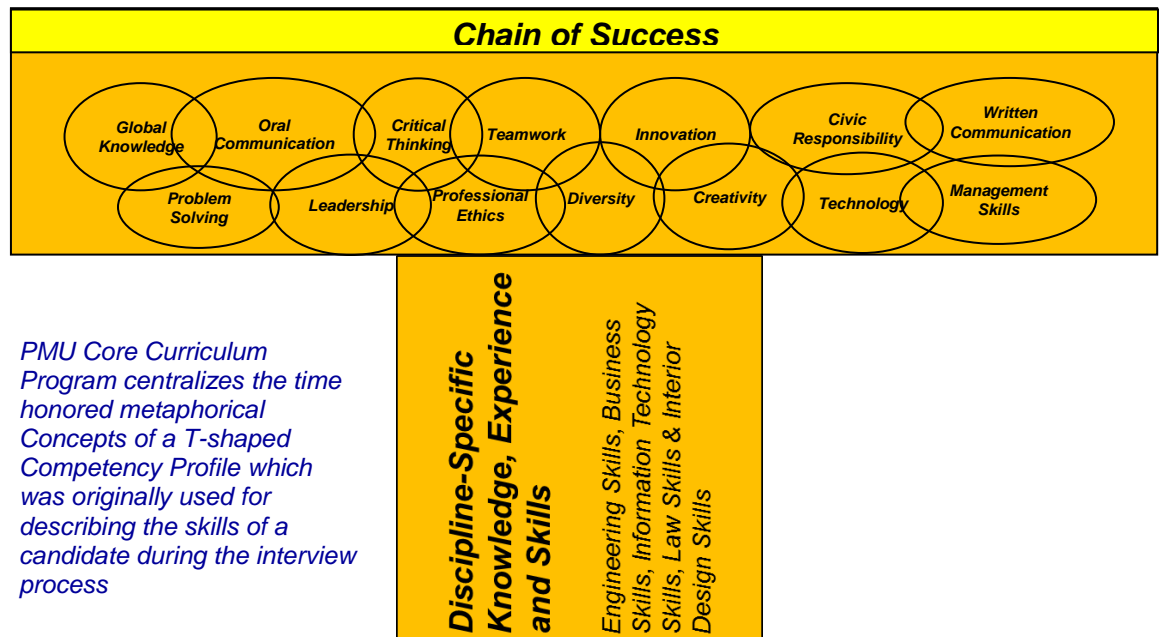
Figure 2



That said, the main objective of the core curriculum program is to generate a T-Shaped Competency profile which figure 3 depicts.

Figure 3

T-Shaped Graduate Profile that Addresses the Skills Gap



The T-shaped competency profile that PMU's core curriculum aims to bring into being addresses the perceived skills gap and the expectations of employers who need their workforce to have sustainable and deep discipline-specific knowledge as well as expansive global knowledge .

An Embedded Performance-based Assessment

To ensure consistency between the way we teach the way we assess, a performance-based assessment approach is implemented to give students ample opportunities to demonstrate their acquisition of the competencies required by the labor market. It is an embedded learning paradigm that instills in students the will to self assess their T-shaped set of global and technical skills through the integration of eportfolios and webquests .

Conclusion

The core curriculum at PMU has a great potential in addressing the mismatch between the supply of and demand for local Saudi qualified human resources. Yet I am vigilant that we still have a long way to go towards the goal of evaluating the quality of the core program and its impact on decreasing the unemployment rate and increasing the contribution of Saudi millennial workforce.

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**Communication processes of Online Education: The Need for a
Sociological Reflection**

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To explore and identify the pillars of the practice of a sociological thought of the information and network society and the digital culture, where are inserted the social communication and formative processes, presents a great interest. The reason of that is because it is adventurous to bet on a "real transparency" of the factors involved in the virtual formative/educational online programs. Besides that, we are dealing with information and knowledge every time since these are the machine of a new post humanism civilization. Which is confirmed by tremendous quantity and quality of information, in order to produce knowledge: this demands a demystification, and a deconstruction of myths, paradoxes and contradictions involved in the subjacent virtual comunicacional processes, globally, and particular in emergent countries.

Cinema and History of Brazil: A Debate in the Classroom

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The study of the periods of centralization of power in Brazil, Getúlio Vargas government (1930-1945) and military government (1964-1985), has in the analysis of films an important ally to unveil state action and militancy that resisted the repression of these governments. My experience with high school students has been successful in films analysis. The movies *Olga* (2004) by Jaime Monjardim and *Four days in September* (1997) by Bruno Barreto were analyzed from the confrontation with other written documents.

The film *Olga* chronicles the life of Olga Benario coming to Brazil with Luis Carlos Prestes, important Brazilian revolutionary, to make a socialist revolution with the support of the Soviet Union to overthrow the government of Vargas. The film creates an image that devalues the figure of the political activist, discrediting its revolutionary speech and showing them as weak, little convinced of their revolutionary ideals.

Olga, The character was designed so that the person watching the film has a vision of a revolutionary person with no feelings, only with the socialist revolution in mind. In the personal relationships she didn't had anyone, the revolution was his passion. All this changes when she meets Luis Carlos Prestes who lives with her a love story until to be arrested by the Brazilian government, after the failure of revolutionary attempt of 1935. She was extradited to Germany for being Jewish, had a daughter in prison and died in a gas chamber in 1942. The whole story, though true, contained a strong romantic content and an idealized vision. The image of Holocaust in the movie appears in the stereotyped form. The German Nazis are evil and speak in German while the others that are not Nazis, speak in Portuguese. The language was used to describe the action of the characters. and their ideological conduct.

This movie has the same concern of *Four days in September* which is in the context of the Brazilian civil-military dictatorship. This movie has as its theme the kidnapping of American Ambassador Charles Elbrick

conducted in 1969 by the revolutionary movement October 8 (MR-8) and the National Liberation Alliance (ALN). The creative freedom is important point for democracy, but it can create some inconveniences when people portrayed are alive and can challenge the way their characters were exposed and even the events.

The film cites events that have never existed which led to outrage the actual participants. According to Franklin Martins, participant in the kidnapping, the vision of the film about the leader of the hijackers, Jonas, is completely false since the film shows an unscrupulous leadership, acting, even against his companions. He was killed by the action of the military, according to Martins, the film was responsible for the second death of Jonas.

A character that became controversial was the torturer who has a drama of consciousness because of his activity. The exaltation of the human side of the character at the expense of victims tortured draws attention. Assuming that this behavior is possible, the insistence in this

discussion seems take us to the old problem to show that people are forced, by living situations, to collaborate,, even unintentionally, with authoritarian regimes. The claim that there was no other way seems questionable from the standpoint of ethics and history.

The proposal of this work is not to criticize the creative freedom of the director, but help students to reflect on the narrative film from the use of historical documents, speeches of those who lived the events and the historiography. The texts were chosen to question the historical representation of militarism, repression and resistance of the authoritarians periods made by these films in order to stimulate students' critical thinking to realize that no document is exempt and can have a speech that while makes the film an adventure, can create stereotypical characters and get a distance from the true historiography. The speech produced by the films were questioned by the texts, including some writing by participants of the events portrayed in them. It is an experience of historical deconstruction with the intention of determining the look of the students to realize ideological positions in the representation of Brazil's history.

Practitioner Inquiry in the K-12 Social Studies Classroom

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Practitioner inquiry, teachers conducting action research in their classrooms, engages teachers in investigating questions about their teaching and student learning. Applied in social studies classrooms, teachers (as researchers) bridge inquiry and learning through powerful professional development. However, examples of social studies-based teacher research are few, reflecting the comparatively few professional development opportunities developed for social studies teachers (Passe 2006). Teacher professional development through practitioner inquiry can address current concerns that elementary social studies is limited in classrooms across the United States, elementary teachers do not perceive themselves as content experts and that there is limited institutional support for elementary teachers to encourage them to integrate and teach social studies in the daily classroom (Heafner & Fitchett, 2012; Levstick, 2008; McCall, Janssen & Riederer, 2008; Passe, 2006; Tanner, 2008).

During a seven year period, over one hundred twenty five teachers in PK-12th grade settings conducted teacher research projects as their culminating project in an M.Ed. Program in a Pennsylvania university. Of one hundred nineteen eligible projects, only two were representative of social studies teaching and learning. Nearly all K-6th grade teachers elected teacher research topics that were related to language arts, math, science or the social environment of the classroom. This limited number of social studies teacher research projects is not uncommon; and similar deficits are observed when searching the web, professional or scholarly journals for examples of teacher research projects in the social studies. Teacher research as form of professional development can be intentionally focused on social studies curriculum and learning to merge teacher development and social studies curriculum and instruction. If teacher professional development is intentionally connected to social studies, (a) PK-6th grade teachers in self-contained classrooms will develop the confidence needed to explore and extend social studies learning, and (b) 7-9th grade social studies teachers will be supported through a well-established professional development model, (c) all teachers will be

supported through collaboration , (d) all teachers will have the opportunity to development of a habit of inquiry into their teaching and students' learning, (e) social studies research can add to the current knowledge about teaching and learning in social studies and (f) teachers can support the advocacy efforts of others seeking to enhance and rebuild social studies learning in K-12 classrooms.

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Role-Playing Parent-Teacher Conferences Defending a Social Justice Curriculum

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Objectives

In their teacher preparation programmes, teacher candidates have to learn to plan rigorous and engaging learning experiences for their students, to acquire complex and varied pedagogical competencies, and to develop their personal styles of classroom management. However, while these programmes have made progress in preparing candidates to interact and work with parents (Epstein & Sanders, 2006), opportunities are still limited in this area (Hiatt-Michael, 2001).

This paper examines how middle grades teacher candidates learn from their performance shortcomings in a parent-teacher conference (PTC) simulation regarding their use of young adult literature in the promotion of a justice-oriented curriculum (see Westheimer & Kahne, 2004) in which they had to defend their choices to a simulated parent. Students then reflected on the following questions: (1) How did I feel

during the simulation? (2) What did I feel I did well? (3) How do I feel I could have improved? and (4) What value do I assign to the PTC simulation as a preparatory experience? This paper considers the viability of role-play (van Ments, 1983/1999) as a vehicle to provide them initial experience in interacting with irate parents.

Perspectives

Given the compressed nature of initial certification programmes, providing teacher candidates with learning experiences in communicating with parents may be difficult. With research indicating the benefits of strong parent-teacher-student relationships (Cripps & Zyromski, 2009; Hill & Tyson; Jeynes, 2007), providing teacher candidates the opportunity to communicate well with parents—particularly those who may be confrontational—is crucial.

Up until recently, teacher education provided little training for the parent-teacher conference. Over thirty years ago, Wallbrown and Pritchard (1979) noted that “most teachers and administrators feel that neither their academic training nor their student teaching experiences provided them with adequate skills in how to conduct problem-oriented parent

conferences” (p. 2). Gaps between the PTC simulation’s perceived usefulness and its limited actual use across content areas persisted (Brown & Brown, 1992; Epstein, 2001). As the social studies have the potential to produce discontented parents due to their controversial nature (Chandler, 2006; Dahlgren, 2009; see also Hess, 2009), ensuring middle grades teacher candidates receive adequate training in the PTC is paramount.

Adopted from the *standardised patient* pedagogy used in the medical field, Dotger and associates (e.g., Dotger, Harris, Maher, & Hansel, 2011) advocate the use of a *standardised parent* in such role-plays and simulations. Walker and Dotger (2012) state that “teacher candidates could learn the skills and principles involved in communicating with families (sensitivity, structuring boundaries, and reflection) by observing the successes and struggles of others taking part in simulations” (p. 63). However, the passivity of this observational approach leaves something to be desired. As role-plays and simulations are not new to the social studies—and because they are among middle school teachers’ favourite methods (Hootstein, 1995)—adopting these *active* and student-centred

approaches to teaching the practices of professional interactions within a PTC becomes an attractive mode of teacher preparation.

Sources and Methods of Analysis

Eight undergraduate middle grades teacher candidates in a social studies methods course participated in this study. All had to produce a lesson plan using either *Esperanza Rising* (Muñoz Ryan, 2002) or *The Hunger Games* (Collins, 2009) to teach about the social injustices associated with poverty. Following this, the teacher candidates met with the first author individually to defend their pedagogical and content choices in a PTC simulation, in which the first author role-played an irate parent. Finally, the teacher candidates produced a post-PTC simulation reflection in which they analysed the strengths and weaknesses of their performance during the simulation alongside their feelings.

Because of the wide variety in participating teacher candidates' lesson plans, the content of the PTC simulations, and the post-PTC simulation reflections, we developed our research study using Yin's (2009) case study methodology, binding the cases at the level of the individual teacher candidate. We employ the general analysis strategy of

relying on theoretical propositions, positing that students socially construct an improved understanding of the relationship between pedagogical and content choices and their reception in the community through conflict, struggle, and failure.

Substantiated Conclusions

Having conducted a propositionally-driven cross-case analysis, we constructed several major categories of learning through failure. First and foremost, teacher candidates learned from their failures to predict the questions the simulated angry parent asked of them. Rachelle, for example, confessed during the post-simulation debriefing: “I thought you were going to ask me questions like, ‘This offended me—why did you teach this?’”

The second major category of learning through failure came as a result of the teacher candidates not having a strong familiarity with the content of their lesson plans. Tim wrote in his post-PTC simulation reflection on the importance of having a thorough grounding in the facts, principles, and arguments of a given topic of study, noting that “teachers must be extremely knowledgeable of the information they are delivering,

because lacking knowledge of the material they are responsible for covering is an easy way for them to be labeled an ineffective teacher”.

The final major category of learning through failure came as a result of students not having thought through their pedagogical choices thoroughly. Jennifer stated she felt “nerve-wracked” because she felt she hadn’t justified the methods she planned fully.

Significance

While the works of Dotger and associates (e.g., Dotger, Harris, Maher, & Hansel, 2011) bring value to the field of teacher education in their examination of teacher candidates’ observations of standardised parents in role-played parent-teacher conferences, we feel this study breaks new ground by using an *unstandardised* parent and by having students participate directly in the role-play. The use of standardised parent pedagogy is useful for cases in which teacher candidates are not required to defend their own individualised work, but such conditions rarely replicate in actual classroom practice. In this study, the first author’s stance as an *unstandardised* parent—excepting his irateness—allowed for a more personalised and meaningful social construction of knowledge on

the importance of firm content knowledge, thoroughly justified pedagogical choices, preparedness, and the ability to think on one's feet.

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**“Steve Obamney”: Political Scumbaggery, the Internet, and the
Collective Memetic American Consciousness**

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Objectives

Recognizing the importance of educating children for life in the 21st century, the National Council for the Social Studies (NCSS) (2009) adopted the official position that, because our world “is media saturated, technologically dependent, and globally connected” (para. 3), providing opportunities to have students “think critically about the content and the form of mediated messages is an essential requirement for social studies education in this millennium” (para. 7). Given the furor over the 2012 American presidential elections cycle and how partisan news media outlets ranging from Fox News to MSNBC promoted *a priori* truths rather than *a posteriori* conclusions, political *mimesis* constituted a considerable portion of each subsequent news cycle.

This paper explores one medium of this *mimesis*—the online meme—as being one with which the 21st century digital citizen will be not only familiar but well-versed participant observers experiencing digital enculturation (DeWalt & DeWalt, 2002). When applied to the realm of politics, the meme becomes a powerful tool not only in reflecting but in *creating* political consciousness. Thus, this paper wrestles with the following questions: (1) With what do memetic political agents concern themselves, and why? and (2) What potential does the meme have as an instructional tool in developing both political awareness and political agency?

Philosophical Perspective

We grounded our paper in Vygotsky's (1978) epistemological framework of social constructivism. This grounding promotes (e)pistemological consistency (Koro-Ljungberg, Yendol-Hoppey, Smith, & Hayes, 2009), as *mimesis* is wholly social. Richard Dawkins asks, "Could imitation have been the key to what set our ancestors apart from all other animals?" (Dawkins, 2000, p. vii), intimating that which makes us human is our social, indeed *memetic*, nature. Adopting evolutionary

language, Susan Blackmore (2000) argues that “if we define memes as transmitted by imitation then we must conclude that only humans are capable of extensive memetic transmission... [because humans alone possess] the skill of generalised imitation” (p. 50). While others (e.g., Lynch, 1996) have argued *mimesis* is equivalent to thought contagion, the spread of such contagia is not possible without social interaction.

Sources and Methods of Analysis

Given the viral nature of ideas in our technologically hyperaware society, we restricted our collection and analysis to 1,800 of the most popular memes across three subtypes within the “Scumbag” typology. To provide a grounded understanding of the typology as a whole, we began our analysis within the “Scumbag Steve” genre—which serves as the Patient Zero for all other “Scumbag” meme subtypes—sampling some 600 of approximately 125,000 memes available on Quickmeme.com. Then, to provide a politically balanced analysis of the public’s perceptions of the 2012 Democratic and Republican presidential candidates, we shifted our analysis to the “Scumbag Obama” and “Scumbag Romney” subtypes, examining some 600 memes each available on Quickmeme.com. Each of

these memes' popularity is wholly crowdsourced, rated as "just bad" (-1), "meh" (+1), or "awesome" (+2). The total number of votes and points a given meme receives determines its total "karma", which serves as a comparative popularity metric.

We blend Douglas Harper's (1998) visual ethnographic content analysis frame with Kathy Charmaz' (2006) constructivist grounded theory analysis methods in order to discuss the importance of *mimesis* in the development of an early 21st century political spirit and to generate a theory of what Harper (1998) refers to as a cultural critique grounded in image appropriation. We established the meme as the self-contained unit of analysis, constructing a layer of initial codes on a segment-by-segment basis (Charmaz, 2006). Following an intervening stage of memo-writing, we constructed a layer of focused codes as we refined our analysis, creating categories to present what we have determined are the most important political sentiments surrounding this year's presidential frontrunners. Finally, following a second stage of memo-writing, we constructed a layer of theoretical codes to explain the generation of political consciousness and action through the process of *mimesis*.

Substantiated Conclusions

Scumbaggery has several major defining features, of which we will explore three as they relate to politics. The first is *hypocrisy*—the pretense of holding a set of beliefs, opinions, or virtues one does not actually possess. The second is *duplicity*—the intentional use of deceptiveness to advance one's own ends. The third and final is *casuistry*—the use of specious argumentation through excuse-making to explain away the distasteful elements of one's actions.

Based on these refined and constructed categories, we argue that the American public employs *mimesis* freely to express its dissatisfaction and frustration with individual politicians as well as the political edifice as a whole with the hopes of either engendering a shift in political ideology or of cementing a contrarian position merely through the act of repetition (Blackmore, 2000; Brodie, 2011; Lynch, 1996). Regardless of one's political leanings—as hinted at by the memes generated—Americans react to hypocrisy with demands for *sincerity*; to duplicity with demands for *honesty*; and to casuistry with demands for *delivery*.

Significance

The notion of *mimesis* is not something which is by any means new. However, modern-day interpretations of this *mimesis*—particularly through the digital medium of online memes—have the power to present sociotechnologically mediated “truths” on the “aspect of ugliness” (Aristotle, 1997, § 14) in our politics through comedy. Because these memes exist irrespective of whether their statements of “truth” are grounded in evidence or not, it behooves us to teach our students to become both critical consumers of such images as well as active political agents through their wielding.

The National Council for the Social Studies (2009) tells us that, “whether we like it or not, this media culture is our students’ culture [and] our job is to prepare them to be able to critically participate as active citizens with the abilities to intelligently and compassionately shape democracy in this new millennium” (para. 6). Increasing our awareness of the meme and of the ways in which we can use it to advance our craft will allow us to keep pace with our students culturally and to build their understanding of the social studies in a meaningful fashion.

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Democratic Twittering: Using Social Media in the Social Studies

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Prensky (2001) succinctly stated that “today’s students are no longer the people our educational system was designed to teach” (p. 1). We live in a digital, information age where change is seemingly the only constant, and the traditional educational model cannot “keep up with the rapid change in the twenty-first century (Thomas & Brown, 2011). The National Council for the Social Studies (NCSS) (2009) has recognized that students live in a technologically connected world, but:

Upon entering the classroom [students] are expected to disengage from this interpersonal, producer-oriented, digital world. If we hope to make learning relevant and meaningful for students in the 21st century, social studies classrooms need to reflect this digital world so as to better enable young people to interact with ideas, information, and other people for academic and civic purposes (p. 187.)

However, it is easy for social studies educators to be disconnected from social media tools like Facebook and Twitter, especially when many schools block or are slow to adopt these mediums of communication (Rheingold, 2012; Risinger, 2010).

Despite restrictions or impediments, educators have begun to use social media services like Twitter to grow in their craft. Social media services allow participants to create authentic content that can be shared among many other users of that service. These platforms allow users access to new forms of communication that encourage participatory culture and collective intelligence (Jenkins, 2006), characteristics that are “hallmarks of authentic quality social studies education” (Stoddard, 2010, p. 268). Many social studies teachers have begun to use these mediums and this paper will focus on some possible uses of Twitter.

The microblogging service Twitter has been used by social studies educators to enhance (a) professional development and build a personal learning network (PLN), (b) to enhance communication with students, parents, and colleagues, and (c) augment in-class lessons by expanding the learning environment in time and space. First, Twitter allows educators a new kind of professional development and collaboration with colleagues. One way to connect with others on Twitter is by using hashtags. Hashtags add a layer of coordination to tweets by allowing users to follow a specific topic. The most prominent hashtag used by social studies educators is

“#sschat” (see Figure 1). Social studies teachers from primarily the United States and Canada use this hashtag to share and acquire ideas and resources, but also to collaborate with each other. Every Monday at 7pm CST social studies educators participate in a moderated chat on a specific topic (e.g., teaching about war, assessment, Common Core). The phenomenon known as #sschat has allowed social studies educators to connect with others, learn of new methods and sources, and have their classes collaborate on projects. Twitter has diminished many of the physical and spatial limitations that once existed between social studies educators.

Hashtag	Topic
#sschat	Social studies in general
#Wrldchat	World history
#APUSHchat	Advanced Placement (AP) U.S. History
#edchat	Education in general
#edtech	Educational technology

Figure 1: Examples of hashtags used by social studies educators

An excellent article from the staff at teachthought.com (2012) lists a number of possible ways that Twitter can be used to communicate with students and parents and enhance classroom activities. Many of the suggestions on this list allow for more democratic interactions, which as Dewey (1938) said, can promote “a better quality of human experience, one which is more widely accessible and enjoyed” (p. 34). For example, the article insists that class communication can be enhanced by allowing students to contact teachers during “ambient office hours” or provide “instant feedback” on the quality of a lesson or activity. “Conversations can continue outside of class” when students continue to communicate about class activities, deadlines, or ideas. A classroom twitter account might help keep parents, administrators, or absent students abreast of what is happening in a class. These ideas allow for the flow of information in ways that might not be possible in the same way without such a social media service.

The type of communication that social media services like Twitter afford can even break down a traditional model for social studies education that has long been entrenched in field (Evans, 2004). Classmates

have a forum where they can easily communicate with, and teach, each other. Peer-to-peer learning can emerge as teacher and student roles blur (Freire, 1970). These expanded learning environments allow participants to “all stand on equal ground – no one is assigned to the traditional role of teacher or student. “Instead, anyone who has particular knowledge of, or experience with, a given subject may take on the role of mentor at any time” (Thomas & Brown, 2011, pp. 50-1). These new learning environments allow for more varied and inclusive exchanges that might help social studies teachers to better engage students in democratic living.

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**An Electorate Equality: Are we Seeing a New Age or Era in
American History?**

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The Presidential election of 2012 has illustrated a growing strength in the minority electorate as the influence of the traditional white vote continues to wane. Census and other demographic data indicate this is not a temporary or short lived trend as the white electorate is not only divided by competing sub-interests but continues to shrink with every election cycle as well. This 'Electorate Equality', as defined by the author, is possibly the advent of the next generation of the Civil Rights Movement, whereas the original was fought over individual rights, this new era may be over 'group' rights or group equality.

The American 'Experiment' in democracy is but a few hundred years old, built upon the concepts engineered by the early Greeks, then crafted into a viable government by some of the most gifted men in American history. Yet American democracy, as defined at that time, was still limited to certain social, religious and ethnic groups as well as a near universal property ownership obligation. Over time, many of these groups

would acquire the right to vote but the power of the electorate still stayed in the hands of specific groups, most notably that of Caucasian citizens.

Significant weakening of this political base has intensified in recent history through a combination of multiple factors, including though not necessarily limited by, immigration, birth rates, etc... This weakening, as exemplified by exit polling of the 2012 election cycle, will undoubtedly continue. It may also be a natural step in a type of ‘political evolution’ as America; the oldest modern democratic state (controversially) is also one of the most diverse countries in the world. Are we moving into a new era of diversity where even non-mainstream groups are beginning to wield, at least some, political and/or electoral clout? Groups such as Homosexuals, the Nons (Atheists, agnostics or anyone considered not actively religious), Drug decriminalization groups and the Millennial Generation have a continual, and growing influence on the political and social views of mainstream America

The presentation attempts to define what this Electorate Equality may mean to America in the future as discussed through multiple fields of social science; history, political science, and sociology. Reasons

for change will also be explored, such as the advent of the Internet and the ubiquitous role multi-media devices play in connecting to, and in moving such information acquired through the Web, around the world to other, likeminded individuals. And finally, the audience will be asked if they believe a new era is upon us or not, and to what extent they agree or disagree with the author.

**Instances of Reification in Contemporary Society: Work,
Consumption, Cyberculture, and Body**

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The concept of reification was advanced in the 1920s by the Hungarian philosopher Georg Lukács (1972). The term comes from the Latin “*res*”, which stands for “thing”. So, reification literally means to take a human being as a thing, as an object. For Lukács, reification conveyed basically the idea – derived directly from Marx’s (1903) discussion about commodity fetishism – that, in capitalist society, workers and commodities have the same status. Employed by members of the Frankfurt School, like Adorno, Horkheimer and Marcuse, this concept fell out of favor in the course of time. Recently, it has been recovered by a contemporary German philosopher, Axel Honneth (2005), representative of the third generation of the critical theory, for whom reification corresponds to a failure of recognition. Besides, there are also authors who resort to the concept without naming it as such, like the sociologist Zygmunt Bauman (2007) in his book *Consuming life*.

I want to argue that the concept of reification is still a useful one, and at the same time to point to the difference between reification nowadays and in the past. In order to do that, I chose four areas in which we may clearly see instances of reification: work, consumption, cyberculture, and body.

Lukács related reified labor above all to scientific management, or Taylorism, which involved analyses and measurements of workers' movements with a view to rationalize these movements, curtailing them to a minimum. This phenomenon constituted the culmination of a long process through which workers became appendages of the machinery and lost control of the pace of work. Reification was then characterized, according to Lukács, by the atomization of the workforce into hyperspecialized, passive workers. In the post-Fordist regime of accumulation, since more or less 1970, there has been a flexibilization of labor in the industry and especially in the service sector, which becomes more important than manufacture. Personnel are now expected to perform different roles and to have attributes like motivation, initiative, creativity, disposition to risk, interpersonal skills, and so on. Turned into a collection

of abilities, they are regarded as human resources or human capital. Moreover, they are responsible for developing these abilities and for promoting themselves through techniques of personal marketing and self-branding. Expressions like “human resources”, “human capital”, “personal marketing” and “self-branding” make evident that there still is a process of reification going on, even though it differs from reification in Lukács' time.

The complementary side of Taylorism was represented by attempts toward some kind of scientific marketing. The goal was to build a mass market to absorb the mass production enabled by Taylorism. And, if work conditions under Taylorism were not satisfactory, people were promised satisfaction and recognition as consumers, provided that they bought the right products. Insofar as consumers asserted themselves by means of investments in appearance, acquisitions, etc., they became determined by commodities, were subordinate to them, assumed themselves the dimension of commodity, what amounted to a process of reification. In contemporary consumer society, in contrast, people are already associated with certain parameters that give them their individuality as consumers. If

people were previously under the threat of not being recognized unless they bought some products, now they are already recognized in advance, by way of being ascribed to a certain role, a certain style. This became patent with the so-called “creative revolution” of advertising in the 1960s, whose tone still prevails today. Consumers are depicted as smart and knowledgeable people, who do not need to buy something to gain the approval of others, because they already have a style of their own. As beforehand, people are reified, as long as their identity is determined by the products they consume; however, these products are not seen as tools for integrating them into the mass, but to individualize them.

In the context of mass media, the public was reified insofar it was reduced to mere numbers, to mere statistics. Since the inception of Internet, in the late 1960s, interaction channels have been deployed which enable users to project an image of themselves to others. In these channels, people apparently are in the driving seat, in the sense that they are free to build online identities. And these identities are flexible, by virtue of combining several kinds of data in several ways. Online identities are forged not only in social networks like Facebook, but also in dating sites,

job searching sites, etc. In all these places a persona is displayed like a merchandise in a shop window. Cyberculture has thus a growing importance as an instrument of reification, but this is not the same as reification in mass media.

In the disciplinary society, we can say that the body was reified insofar it was treated, as Foucault (1993) has shown, as something to be normalized in enclosures like factories, schools, hospitals, and prisons. Today, the body may also appear as an instance of reification, but in more flexible ways. This happens, for example, when someone is so involved with aesthetic concerns, in the form of diets, exercises, cosmetic surgery, etc., that these activities seem to acquire their own dynamic and the subject comes to see his/her own body as something apart. Another case of reification, in the same vein, involves some bodily disorders, like anorexia and bulimia: patients with such disorders often behave in a way that suggests a distance toward their own bodies. Even therapy can imply a reified view of the body: when some therapeutic lines assign organic factors as causes of psychic troubles, these factors assume a life of their own, the body is seen as having autonomy.

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**The Ent's Will Rise Again: The Representation of Nature in the Film
*The Lord of the Rings: The Fellowship of the Ring***

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This paper attempts to shed light on the problem of nature, through representation and production, with the example of *The Lord of the Rings: The Fellowship of the Ring* (Jackson, 2001) as it provides a distinct experience for the representation and construction of nature in its narrative structure, from a phenomenological standpoint.

The Representation of “Natural Living”

In order to understand the representation of the human in a natural setting and in relation to the natural setting, the ontological question of what a human being is should be placed first and foremost. And to understand the human being, we need to understand the being itself. Yet this being that we are interested here is a “natural being”, that lives in harmony with nature.

Merleau-Ponty explains the “natural self” as follows:

“The anonymous body occupies a “natural time” of “
always similar nows,” of repetitive rhythms

established by a typicality of its relations with an everyday environment. ” (Toadvine, 2009)

When considering the element of time in the film, we can see it has a unique quality. Tolkien himself referred to such a notion in his own writing when analyzing the fairy tale. As Tolkien argues that the fairy stories have a very special kind of element, which is beyond the reach of the researcher, he also refers to the aspect of time in these stories.

“Such stories have now a mythical or total (unanalysable) effect, an effect quite independent of the findings of Comparative Folk-lore, and one which it cannot spoil or explain; they open a door on Other Time, and if we pass through, though only for a moment, we stand outside our own time, outside Time itself, maybe.” (Tolkien, 2008)

The film provides these moments, I think, through the scenes of characters that act as natural selves. The first scene that will help clarify this notion is when Frodo is sitting under a tree in a warm sunny day, living the moment, and enjoying the nature. In this scene, the warm colors, along with the soft musical score accompany a moment in which the audience can also enjoy a natural time, a time that in essence comes from nature and lives within the character.

The second scene where we witness this natural self and natural time; is when the characters visit Lady Galadriel's forest. The elves, built their building around a huge tree and every member of this group lives on this constructed yet uncannily organic, structure. Again as the camera moves upwards with the characters climbing the stairs, we catch a glimpse of a natural time. The musical score is similar to a hymn at this point. This natural moment of witnessing such a peaceful and harmonious way of living provides the experience of a natural self for the audience as well as the characters.

The third scene where the natural time and natural self shows itself once more is at Rivendell. Here an entire city is built around the edge of a valley/cliff that is surrounded by waterfalls. The sun is setting as the characters enter and remains at this very warm, orange like light for the entire scene until night. It is in this scene that we witness another moment of the natural self and this is also created through almost slow-motion scenes with the dialogue between Aragorn and Arwen.

As the film makes a statement about the natural self and the natural moment a very important scene that serves as an important reminder of the

problem between nature and its destruction, is the scene where the Ent's (the walking-talking tree's) rise up against the dark wizard Saruman. This is the first scene of battle throughout the film and it is, most notably, about the battle between nature and industry type production. This allegory has been previously used in many essays, yet, the interesting point here is not just this allegorical element, but the very statement of the Ent's to destroy the "time" that it produces. The industrial revolution brought along with it watches and schedules and this took the natural self away from the natural time, the always similar now's and created a time that humans had no time for nature and matters of nature. It simply became a whimsical and ephemeral topic. Thus, the Ent's claim back the natural time and natural self with this battle and succeed in destroying Saruman's army, if not slowing them down.

The Ecological Problem of Hollywood

"Hollywood knows that mise-en-scène has a carbon footprint." (Maxwell & Miller, 2012)

“Whenever I visit a movie set it, always amazes me how much environmental damage is wrought in the name of entertainment.” (The Independent, 16 Nov. 07)

The process of pre-production, production, post-production and distribution requires many stages that directly affect the environment. The onsite shootings where the stage is set according to the aesthetic understanding of the professionals is where the real damage is made. A good example is from the production of *The Beach* (Boyle, 2000), by Fox Studios: “Natural scenery was bulldozed because it did not fit the studio’s fantasy of a tropical idyll...” (Maxwell & Miller, 2012). As this example illustrates, during the film production, which ironically tries to create a natural environment, it is common for such problems to occur. To create the “perfect nature”, we destroy it.

To not think about this aspect of the issue, creates a one sided view of the issue of the representation of nature. Producing films always cost an environmental problem even with a ecologically concerned production team. In making of *The Hobbit: An Unexpected Journey* (Jackson, 2012) 27 ponies were killed in different accidents. As the circumstances for the

incidents are unknown, it is hard to say anything other than speculation yet the fact remains. This is not just about the ponies or specifically about this trilogy or the other but about a larger issue that the Hollywood industry seems to be ignorant about.

The irony in this particular case, is that Peter Jackson successfully re-creates moments of natural time and natural self at the cost of nature itself, just like any other film production. If this eco-film-criticism continues to ask more questions in film studies in general, it might be possible to understand not only how the representation of nature is re-created but also how an awareness for the natural problems that occur during production can be solved, a new consciousness about this problem might occur.

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“We need to conserve the beautiful places of the world, and protect them from being destroyed:” Using Papers about Place in an Environmental History Class

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Many students at the undergraduate level struggle with environmental history coursework, as it differs greatly from much of what is offered in history departments. First, environmental history is “big history” – the subject takes place over long periods of time and vast distances. The subject matter of environmental history is different as well – it is the history of place, the ways in which humans have understood and used specific pieces of land and water. Its concepts do not fit neatly into conventional categories used in history classes, such as “The Coolidge Administration.” Finally, students, based on their other history courses, fail to see how environmental history fits with what they already know.

Historians have pointed at some ways to bridge this divide. Amy Schwartz wrote that she connects the class to the theme of “progress,” and ways in which humans try to conquer the environment. Brian Donahue takes his class out into the field, to learn principles of forestry from a

“historian with a chainsaw.” Environmental historian William Cronon assigns a “place paper” for Madison, Wisconsin as an example assignment for his own class.

Students in my Environmental History class this past year were all Eastern Michigan University students in their junior or senior year. The class is required for those becoming social studies teachers, and most students have little background in field, or in biology/ecology (one chemist).

As a final paper assignment, students wrote a paper on the history of a place. They could choose any place – it could be as close as campus or more remote. They were asked to research how the place was used at three different time points. They were required to use primary sources – maps, archival records, contemporary newspapers, or other resources. To help prepare for the paper, we took class field trips to University Archives, Ypsilanti Historical Museum, and our university library map collection.

To learn more about their experience with the paper, I asked students to take a survey. Their answers were voluntary, and their

participation was overseen by EMU's Institutional Review Board; five Students took the survey out of 15 students enrolled.

When asked about what they learned about history through the assignment, one student wrote, "I learned about how history treated a small piece of land and how the effects are still a problem." Another noted, "I found out a lot about the kind of trees, plant and insect life that was actually in the area. I realized how old not only the park itself, but Ypsilanti too."

The paper helped students connect the history they were learning to the specific place they wrote about. When asked about what they learned about the environment, one student wrote, "I learned about legal and illegal landfills and how they affect the environment around us." Another noted ties between human perceptions of the environment and human history: "I learned that the white pines that helped establish the economy of early Ludington actually prevented the area from being settled earlier due to the negative perceptions of the soil that the pines stood in."

Students needed to be creative in how they approached this research project. One student pointed out the frustration of this type of

research, writing, “I learned that it can be incredibly difficult to verify facts from early history, particularly about Native Americans.” One student put together the research like a puzzle, writing, “There's a lot that goes into the process, but there is also a ton of resources to be combined. You can use maps from different eras, actual hard documents from museums and obviously books and data base resources.”

When I asked students how their papers connected to themes of the environmental history course, they were able to see both the forest and the trees. One wrote, “Through the class we have seen man's affect on the environment. During this project I looked at the 1930's to present day and saw how quickly the environment can be destroyed by human hands.” Another connected the paper to a key theme of the course: “One broad theme of the class was human exploitation of the environment, regardless of future consequences. I could see that very clearly in my research of the Lumber industry. Luckily, the people of Ludington found other ways to survive after they had deleted the white pine lands of their industrial value.” One student saw value in the long-term nature of the assignment: “Seeing the overall change in the area compared to the city itself. With

each era and section we covered, we saw a change in certain areas developed, different legislation passed and how that's shaping/shaped our country, and world. What I saw is that the park is a beautiful place as was Ypsilanti once, and will be again.”

Two of the best papers in the class focused on areas students knew well. One, on the history of Ludington, Michigan, explored the environmental history of a lumbering area. Across centuries, the town changed from a Native American area to a timbering region, and finally a tourism and energy center. The second paper, on the history of a landfill in Westland, Michigan, focused on a site that was a dump, then a park, and was then closed and partially remediated.

My findings from this study were that students benefitted from applying themes from the class to a specific place, allowing them to root abstract ideas in a single area. Those students who chose narrow (but not too narrow) topics seemed to learn more than those who chose broad ones. The assignment allowed students to test ideas found in the class material and lectures on a real life situation. Finally, topics with personal connection between writer and place generated richer results than those

chosen without prior student knowledge. If students had never visited a site, their papers lacked the depth found in richer papers.

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Lesson Study in Elementary Social Studies Methods

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This paper reports on the use of lesson study with pre-service elementary social studies students. The Japanese art of lesson study involves a collaborative planning process requiring participants to plan and implement a lesson focused on a particular goal or objective. Working in groups pre-service teachers planned, adapted, researched, taught and revised the same lesson in their different teaching contexts. For this initial exploration the focus was on how pre-service elementary majors would attend to the lesson study process and what effect, if any, it would have on their practice. Findings reveal students willingness and appreciation for the opportunity to collaborate and revise lessons taught in the field. The lesson study activity also further highlighted the connection between the research methods course / theoretical foundation and the field.

Since the late 1980s lesson study has been examined in the United States as a possible option for improved collaboration and professional development among in-service teachers (Parks, 2009). This idea has begun

to trickle into teacher education programs with the possibility of helping pre-service teachers consider their practices differently. Research has shown that lesson study is an effective tool for lesson planning, lesson presentation, and evaluation, in graduate and undergraduate contexts (Cohan & Honigsfeld, 2006).

Lesson study began in Japan as a professional development activity for in-service teachers interested in improving their practice (Dubin, 2010). The lesson study process involves a collaborative group planning a lesson focused on a particular goal or objective. This collaborative group often consists of teachers and, as Dubin (2010) states, “knowledgeable others,” either professors or other outside consultants who have advanced knowledge of the content being taught. One teacher then teaches the lesson while the other participants observe, the group meets together, analyzes the data, revises the lesson and then another teacher teaches the revised lesson. This process continues until the teachers agree that the revised lesson matches well with the goal or objective. In Japan these lessons are then typically published and shared with other educators (Lewis, Perry, Hurd, & O'Connell, 2006).

Lesson study begins with an “overarching goal” for the study by observing the differences in what they desire to see in the students at their school and what they are actually seeing, then brainstorming ways to bridge the gap (Fernandez & Chokshi, 2002). Lesson study takes time and a lot of effort, making structure and strategic scheduling vital to success. Teachers must also choose appropriate lessons for lesson study because it is not realistic to employ lesson study in teaching all lessons. Fernandez and Chokshi (2002) believe that it is essential for lesson plans to be specific, detailed, clear, related to the overarching goal, provide background information about the students who will be taught the lesson, situate the lesson in context of a larger unit/curriculum in order to allow broader learning to take place.

There is limited research on the effectiveness of using lesson study during teacher preparation (Cohan & Honigsfeld, 2006). The few studies conducted showed that lesson study is an effective tool for lesson planning, lesson presentation, and evaluation, in graduate and undergraduate contexts (Chassels & Melville, 2009; Cheng, 2011; Cohan & Honigsfeld, 2006; Dotger, 2011; Dotger et al., 2012; Marble, 2006).

The most impacting pieces of lesson study for pre-service and graduate students is the focus on collaboration and the critical dialogue centered on teaching and learning (Cohan & Honigsfeld, 2006).

Traditional lesson study requires many hours of planning, analyzing, and revising. To accommodate other course expectations and student obligations the traditional lesson study structure was modified for implementation in the social studies methods classroom. The pre-service teachers were partnered with other pre-service teachers in the same grade and if possible in the same school. Once partnered students worked together in class to plan and implement lessons. Class time was dedicated each week to conversations and lesson study activities. Students are required as a part of their field experience to observe another student and complete a peer observation form. Some groups were able to observe each other teaching the lesson but this was not possible for every group.

This research used a qualitative design using phenomenological perspective as this was an exploration of how lesson study was experienced by pre-service teachers in the social studies methods course. Data was gathered from one section of elementary social studies methods

in the fall of 2012. This course is required of all second semester pre-service teachers and is offered with a concurrent field experience.

Based on the data several benefits and challenges to the lesson study process were identified. The benefits highlighted through the investigation included conversations about teaching and learning; prior to this project little if any time was spent discussing the implementation of lessons in field placements. An additional benefit was collaborative reflection and using evidence to support practice. A final benefit was more attention paid to differentiation and medication in lesson planning and implementation.

There were also challenges observed and documented through the implementation of the lesson study process. One of the major challenges was collaboration. Working in groups proved to be difficult with students finding it difficult to agree on different lesson components. After a lesson didn't go well one student felt attacked during the discussion and left the class upset. Through an examination of the lesson plans and project boards it was clear than many of the changes to the lesson remained surface level changes. Many of the reflections began with the idea that "students

enjoyed” the activity. This focus on student enjoyment versus student outcomes displayed a lack of critical engagement and limited reflection.

It is important as teacher educators that we continue to find ways to connect classroom practice with methods taught in our university classrooms. The lesson study process allows for an integration of ideas beyond just social studies curriculum providing pre-service teachers a critical, reflective, inquiry based stance.

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**Visualization of Teacher's Thinking Process While Observing
Students: An Educational Neuroscientific Approach**

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1. Introduction

In classrooms, teachers are watching students' behavior and are thinking of how to advise students because it is generally agreed that appropriate advice with perfect timing could lead students' learning to success. Thus, for improving mathematics education, grasping and analyzing the teachers' thinking processes are important. However, the thinking processes in classrooms are internal. It is difficult to understand from only outside observation.

Educational neuroscience, which is new interdisciplinary research field between education and neuroscience, provides us with method of measuring brain activity that has possibility to visualize thinking processes. As noninvasive methods to obtain brain activity data safely, there are several kind of systems; fMRI (functional Magnetic Resonance

Imaging), MEG (Magnetic Encephalography), EEG (Electroencephalograph), NIRS (Near Infra-Red Spectroscopy) system and so on. Among these systems, NIRS system is especially good for educational research because subjects can get sitting and writing positions during the measurement and comparatively set-up is easy.

2. Purpose

The purpose of this study was to examine teachers' brain activity data while teachers were observing students who were solving mathematical task and giving hints to students. For this purpose, we measured both teachers' and students' brain activity at a same time and compared teachers' with students' brain activity.

3. Methods

3.1. Subjects and task design

Subjects were 11 pairs, who were 22 university students (18 male, 4 female, mean age 21.0, S.D.0.6, right-handed). Each subject provided written informed consent prior to experiment and the experimental procedure was approved by Ethics Committee of Bukkyo University, Kyoto, Japan.

The subjects participated in the experiment in pairs. Each pair was comprised of a teacher-role subject and a student-role subject. We measured brain activity of both-role subjects at a same time. The student-role subjects were required to solve an experimental task. The teacher-role subjects were required to give hints student-role subjects according to the student-role subjects' state of progress of solving the task.

The experimental task was calculation-puzzles that requested to put numbers in blank boxes in the process of performing a mathematical calculation. This task had three trials. Each trial had one calculation-puzzle and time limit of 120 seconds. The three calculation-puzzles were made to be of equal difficulty by balancing the number of digits used and the presence of carrying in the calculations. Each problem had six blanks, placed in the same positions for each puzzle.

The hints that teacher-role subjects gave student-role subjects were revealing the numbers of the blank boxes one by one. The numbers were displayed on a monitor placed in front of the student-role subjects when teacher-role subjects pressed a hint-button.

3.2. Data acquisition

In order to obtain the brain activity data in prefrontal cortex, we used a two channel NIRS system (NIRO-200, Hamamatsu Photonics K. K., Japan). One channel was for the teacher-role subjects, another channel was for the student-role subjects. As brain activity data, this system can calculate changes in concentration of oxyHb (oxygenated hemoglobin) and deoxyHb (deoxygenated hemoglobin) by measuring how much near infra-red ray is absorbed in activated field of brain. In this study, we analyzed oxyHb, not deoxyHb, because of more sensitive index. Increasing of oxyHb means activation of brain.

After measurement of brain activity, we held interview to ask subjects what they were thinking during task.

4. Result

We classified the 11 pairs into three groups according to size of difference between the teacher-role and student-role subjects' oxyHb data of whole task: Large-Difference Group (two pairs), Medium-Difference Group (six pairs), and Small-Difference Group (three pairs).

In the Large-Difference Group, the student-role subjects were unable to develop strategy. The teacher-role subjects' brains were less

activated, while the student-role subjects' brains were activated strongly throughout all of the trials. According to the answers in the interview after the measurement, the teacher-role subjects tended to keep calm and observed the student-role subjects objectively. These suggest that the teacher-role subjects' calmness and objectivity did not make their brain activated.

In the Medium-Difference Group, student-role subjects were able to develop strategy during second trial. The teacher-role subjects' brains were less activated, while the student-role subjects' brains were activated before developing strategy. As well as the Large-Difference Group, the teacher-role subjects tended to keep calm comparatively and observed the student-role subjects objectively. These also suggest that the teacher-role subjects' calmness and objectivity did not make their brain activated. After developing the strategy, not only teacher-role subjects' but also student-role subjects' brains were less activated. This indicates that the student-role subjects did not have to think of strategy so hard.

In the Small-Difference Group, student-role subjects were able to develop strategy during first trial. The teacher-role and the student-role

subjects' data showed similar changing; not only the student-role subjects' but also teacher-role subjects' brains were activated before developing strategy, and both subjects' brain were less activated after developing strategy. According to the answers in the interview, the teacher-role subjects tended to empathize with the student-role subjects and observed the student-role subjects emotionally. These suggest that the teacher-role subjects' empathy made their brain data similar to the student-role subjects' data, especially before developing strategy of the student-role subjects.

It is likely that different brain activity data showed different characteristics of how to observe. Examining brain activity data could help us to visualize teacher's thinking process.

**Perceptions of Teacher Candidates on Quality Standards of
Education Faculty**

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In the past, teaching has not been thought as a profession. Most people perceived teaching as a job that everyone can do. However, teaching not only necessitates knowing the subject matter, but it necessitates ability to know the learner, the political and social context of learning, and skills that can be improved through actual practice. The first leading people, who recognized the teaching as a profession and proponent ideas on this issue, showed up at the beginning of 17th century. Two professors of Giessen University, Christoph Helwig (1532-1617) and Joachim Junge (1587- 1657), thought that teaching is a special art and for effective teaching, a teacher should receive vocational education in addition to university education (Cubberley, 1947).

Even though at the beginning of 17th century, some professors recognized and thought that teaching is a profession, still in 20th century there are many arguments whether teaching is a profession or is a job that everyone can do who knows the subject. Though, teachers' job is not only

teaching their subjects. Beside teachers' fulfilling students' learning needs, they have classroom management duty (Kahyaoglu and Yangin, 2007, p. 74). Additionally, the comment recorded most frequently was the realization about how much work teachers do and how much management, preparation, etc, goes on outside the classroom. Also, many were surprised to see the amount of work teachers do together (Walkington, 2005).

In information age, having a rapid improvement and change, expected qualifications from teachers have been changed. Nowadays, duties and qualifications expected from teachers have increased. Expected jobs of teachers are both qualifications of using teaching methods and materials in a best way and having modern classroom management techniques and integrating this with learning environments (Kahyaoglu and Yangin, 2007, p. 83). Teaching profession necessitates improving and educating itself continuously. Since there are fundamental and huge changes in the world, teachers should keep up these innovations and at the same time they should educate their students' for an open-minded community. If a teacher stops improving himself/herself after graduation,

s/he will not be a good and effective teacher. Thus, improvement and keeping up with changes in teaching profession is a must.

According to the contemporary education understanding, teacher, student, manager, school, environment and parents should be in a tight interaction. At this interaction, teacher is at the key position (Kahyaoglu and Yangin, 2007, p. 73). There are too much duties and responsibilities of teacher around the world. To be able to meet all these responsibilities, teachers should educate and improve themselves continuously. However, teachers not only improve themselves after graduation but also should be well educated during university education. Teacher candidates should be well-educated and be ready for the job. Thus, teacher training institutions are crucial.

The purpose of the study is to determine the perceptions of teacher candidates on quality standards of education faculty. The level of pedagogical knowledge of instructors, attitudes towards teacher candidates, and quality standards of courses that teacher candidates are taking during their college education are two determiners used to understand the perception of teacher candidates on quality standards of

education faculty. The samples of the study are 3rd and 4th grade teacher candidates of Agri Ibrahim Cecen University during 2011-2012 academic years. 441 teacher candidates participated in the study. The sampling is coming from different departments such as social sciences teaching, science teaching, preschool teaching, physical education teaching, Turkish language teaching, and primary school teaching of education faculty. The data were collected by using a structured questionnaire.

The questionnaire consists of two sections, which are about instructors' efficiency and quality of courses. The results of the study showed that teacher candidates mostly believed that instructors have enough knowledge but instructors and courses aren't enough for the qualified education. For instructors' efficiency, almost all teacher candidates believe that instructors aren't enough and they cannot teach qualified, progressive and practical training to them. Lastly, teacher candidates argue that courses they are taking should include more practical information instead of theoretical knowledge.

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Laptops and iPads and Smartphones, Oh My!

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The 1700's are a world completely un-relatable to a middle school student living in Florida. No Smartphones, no computers, no tablets, no GPS...how do we get from place to place?! As educators, it is our job to help the students understand the struggles and stories of the past, by leveraging all of the tools we have at our disposal. In this workshop, participants will engage in active learning techniques that utilize today's technology to teach about a world devoid of what we consider "common-place."

Participants will learn how to develop and use QR Codes to engage students in historical inquiry. They will test run apps like Evernote and Popplet, seeing how they can make Academic Vocabulary Assignments

engaging and enthralling: for both the teacher and the students. Participants will see how simple Web 2.0 tools can knock down the four walls of a classroom and have the students exploring history in cyber-space, in a new-world meets old-world fashion. Session goers will also have an opportunity to explore the world of online primary sources, which can truly bring the past to the present. Many students will never get the opportunity to see the Declaration of Independence in person, but with the help of an iPad and key websites, they can zoom in, read, touch and feel a digital copy as they begin to develop a sense of historical empathy.

To quote Marc Prensky, “Our students have changed radically. Today’s students are no longer the people our educational system was designed to teach.” As history teachers, we need to make adjustments and blend the past with the present. In doing so, we will carve out technologies niche in social studies education.

Academic Transition from High School to College

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Today, more than ever, there are a larger proportion of high school students aspiring for a college education. According to a 2008 study, nearly 80% of all 10th graders state they aspire to a 4-year degree (Roderick, Nagaoka, Coca, Moeller, 2008). In spite of these aspirations, the percentage of students actually attaining a college degree does not reflect these aspirations (Conley, 2005). The transition between high school and college can be challenging on multiple levels and academic preparedness is an issue that can and should be addressed by both secondary and postsecondary educators. This purpose of this phenomenological study is to bring to light individual students' reflections upon the transition from high school to college. The study describes the experiences of multiple students from various backgrounds in two separate phases with two groups of participants reflecting upon their transition

from high school to college. Descriptive statistics were obtained from a survey and then personal interviews were conducted. The following common themes were found: academic preparedness in math depended upon the highest level of mathematics completed in high school, interest in the social sciences in college was linked to the knowledge of their instructors, Advanced Placement (AP) courses prepared students for the rigors of college, and students unanimously stated the importance of class attendance and completing homework assignments.

QR Codes: Let's Get Them in (and out of) Your Classroom!

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QR Codes are everywhere these days. Those little black and white squares can be found on the back of ketchup bottles, T-shirts, on restaurant menus and even printed on movie theater popcorn tubs. QR Codes are becoming a piece of our everyday visual spectrum, it is near impossible to go a day without seeing one and yet many of our students are unsure what exactly they are or what exactly they do. During this workshop, educators will learn the skills necessary to utilize QR codes in various forms to engage their students. Specifically, how to use QR codes to create activities that are both physically and mentally engaging: such as scavenger hunts, mapping quests and cross-campus timelines.

As a basis, we will focus on the idea of a QR Scavenger Hunt. The goals of the activity are to have the students produce original works which exhibit their understanding of the material, provide structured interactions with primary sources and allow them to explore a new technology. The

presentation will start by having attendees explore a lesson study entitled Lewis & Clark: A QR Code Expedition. We developed this lesson study to teach a unit on Lewis and Clark and their expedition westward. This activity sends students on their own expeditions, traversing the school campus, utilizing a map and searching for QR codes. At each location on the map, students can scan the QR Code and bring up their “task.” Each task is housed on a self-contained web page and depicts a particular aspect or event of the Lewis & Clark Expedition.

At each station, students interact with a variety of primary sources, quotes, images, and videos in order to complete an activity through Edmodo, an educational website that allows students to submit assignments and interact with other students digitally. The activities are aimed at getting the students to engage in higher-level thinking, placing them in the shoes of Lewis & Clark and their crew, exploring the expedition’s legacy. By the end of the workshop, teachers will have the tools necessary to create their own quests/challenges to suit their individual classroom needs. Including creating QR codes, developing interactive lessons, and troubleshooting technology needs in their

classrooms. The start of our sample quest can be found here:

<http://lewisandclarkscavengerhunt.weebly.com>

Creating a New Space: Partners in Global Education

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Teacher educators can help teachers develop the cultural competency skills and intercultural sensitivity that they will need to prepare students to live and work in a global world. Multicultural education supports critical thinking in students and must be instructed by a teacher whose sees curriculum not as monocultural but sees curriculum as a vehicle to discuss tensions, controversies, and problems in a real world context. This is in contrast to traditional curriculum which typically teaches subjects in the least controversial manner. These real world contextual conversations show students the multiple perspectives they will need for the future. The notion of multicultural education is a process primarily because it involves people and is fluid and ever changing. There are factors such as student preferences and student learning environments to consider when planning curriculum (Nieto and Bode, 2012). Because of such factors then, it becomes imperative for faculty members to design creative partnerships between American students/teachers and

teachers/students from other countries. Such partnerships can be facilitated through the use of technology by using emails; podcasts through Study Blue, a free website; and Skype. By having these types of online conversations American students can grow in their knowledge and understanding of students from other countries. Creating global partnerships can engage all students *in socially and linguistically diverse educational contexts in an interactive nature.*

The partnership between a Kentucky school and a Senegal school was constructed and reconstructed in the native language of the student participants. Students in Kentucky learning French spoke to their counterparts in Senegal in French and then when the Senegalese students learning English wanted to practice their English they spoke to their American peers in English. The students were not only learning about each other's cultures but learning each other's language. The French teacher in the United States approved of the change in her curriculum and an added benefit was that it met the national standards for teaching world languages. According to the American Council on the Teaching of Foreign Languages, students should be able to, "communicate with other

people in other cultures in a variety of settings; look beyond their customary borders; develop insight into their own language and culture; act with greater awareness of self, of other cultures, and their own relationship to those cultures; and participate more fully in the global community and marketplace” (1999, p.2).

Becoming literate in each other’s language can have a profound effect on creating global communities within a classroom. This evolving critical literacy “can be seen as relevant across many disciplinary boundaries and can contribute to overall knowledge about a given object of inquiry and its associated real-world or life-world problems” (Ortega, 2013, p. 6). For American students, up close and individual conversations can put in plain words the concepts of the world around us and how global systems impact us all. In other words, contemporary social studies is more than what a teacher could read out of a book, or even from a website. This project helps enlighten the Kentucky students about international life, in particular West Africa, and as such creates new perspectives for them about the importance of social studies. The international partnership in this project between high school students and teachers demonstrate the

importance of worldwide communities and the necessity of crossing borders virtually to create classroom cultures that demonstrate an ethnic awareness that no traditional textbooks can accomplish. It helps them analyze judiciously power structures in the world in which they live. Education in today's schools need to have in place an ongoing global perspective that becomes part of the curriculum and it will become more of a necessity as we move to empower all youth to become citizens of the world. This kind of creative education can only enhance the quality of education U.S. students receive. Through these connections, the teachers facilitated cultural understanding and helped break stereotypes that both sets of teenagers held about each other in terms of religion, culture, language, and identity. Instead of using the typical curriculum, the project curriculum encourages discussions about diversity, social justice, and equality. It is about questioning and understanding power structures in the international community. The ability to speak English and the power that holds is a discussion that takes place in the project classroom.

The notion of critical literacy is not new and in this project we include the notion of an interdisciplinary curriculum of language and

social studies; in essence a curriculum of critical pedagogy. Cultural literacy has effects on social, political and economic decisions and therefore we should consider that fact when we teach; in other words, that being a teacher is more than just teaching and learning. “Literacy in this sense, is always contested, both its meaning and its practices, hence, particular versions of it are always ideological, they are always rooted in a particular world view and a desire for that view of literacy to dominate and to marginalize others”(Gee, 2004, p. 16). Critical pedagogy as Nieto and Bode so aptly describe “helps to expose and demystify as well as demythologize some of the truths that we take for granted and to analyze them critically and carefully” (2012, p. 55). Education and teacher education is a political issue because many times it is concerned with power relations in society and by extension; school is a microcosm of society.

Teachers form their identity in the social context of schooling and in those contexts enable and overpower meaning (Bullough, 1997). The results show that the collaborative project brought new critical perspectives to my largely white, suburban, upper-middle-class teachers

and students. Creating a global cultural environment through personal interactions led to significant changes in children's and domestic teachers' perceptions of the other. For these students and teachers, contemporary social studies is complex, contradictory, and at the same time, personal.

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**Letting Go of the Textbook: Applying Multimodal Intertextuality in
the Secondary Social Studies Classroom**

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Introduction

Many social studies teachers depend on the textbook as a primary source of instruction. Students struggle with understanding the content because they are not able to connect with the ideas presented in the text. They are not able to make connections to the content delivered for a variety of reasons such as, little to no prior knowledge of the content, the readability of the text was sometimes above grade level or they had no interest in the subject. The text as a phenomenon plays a multidimensional role in teaching and learning. As it stands, the text is a learning tool that plays a significant role in curriculum and instruction. However, in the 21st century, the text itself has many manifestations that are represented through different media. The text can also be displayed through different platforms. In this time of teaching, it is important that we connect to the spirit of the times in order to employ approaches that match students' current needs and interest.

Related Literature

In a study conducted by Mark Schug in 1983, social studies was ranked in the top three of the least favorite subjects by 6th and 12th students who participated in his study. Stipek (2002) cites Shirey (1992), Wade (1992) and Tobias (1994) stating, “There is considerable evidence suggesting that people learn more when they read material they rate as intrinsically interesting”(p. 128). The text can be a meaningless set of ideas to students who are reading them. Multimodal intertextuality provides a vehicle for students to engage the text through a variety of formats and instructional experiences. Students are able to find meaning through written, visual and digital texts. Prior knowledge is stimulated through “connective tissue” embodied as references within the text. Examples include metafictional historiographical texts specifically fictional characters put into a historical event. This is also a metacognitive process where students are able to access the meaning of the text through various scaffolding approaches such as advance organizers, discussion, political cartoons and pictures about significant events that happened during the historical event being studied. Studies that focus on situational

interest has concentrated on reading the text (2010) thus multimodal intertextuality can be used as an approach to engage the reader and trigger intrinsic motivation in students.

Assessments

Post reading and assessment approaches can be just as varied as multimodal intertextuality. By using a variety of formative and summative assessments, understanding can be better determined (McTigh and Wiggins). Collecting multiple and varied evidence in order to determine the student's understanding of the information is a process that begun as soon as the lesson was introduced. Formative assessments done through pre-reading and reading activities provide a "planned process...wherein the results of assessments are used by teachers or students to improve what they are doing" (Popham, 2011, p. 270). Using performance task evaluations, providing a criteria for mastery and student self-assessments will improve both the quality of teaching and learning (McTigh and Wiggins, 2004; Popham, 2011). Post-reading activities or summative assessments are not only able to quantify students' understanding through grading, but provide feedback about the overall "instructional quality" of

the lesson. Diagnostic reading activities, learning activities and summative assessments will allow teachers show evidence of understanding through their students' performance (McTigh and Wiggins, 2002).

Conclusion

A part of effective teaching includes the effective management use of curriculum that should result in engaging the student to learn therefore we must make a point of using relevant curriculum to stimulate interest as well as motivating them to learn.

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**Preservice Elementary Teachers' Economic Literacy: Are They
Ready to Teach Economics Concepts?**

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Economic literacy is an important component of preparing students for active civic engagement. Previous research and experience has indicated that elementary teachers lack the economic literacy to adequately teach economics concepts in the K-8 classroom. Previous research and intervention efforts have focused on addressing this issue with inservice elementary teachers. Teacher education programs have a role in improving economics literacy, but prior to defining the role it is important to understand the extent of the problem. The goal of this study was to determine the level of economic literacy of preservice elementary teachers.

The participants (n= 84) were teacher candidates in an elementary teacher education program in their final methods courses prior to their

teacher internship. The university enrollment for fall 2012 was 20,365. The College of Education enrollment for fall 2012 was 3,844. The teacher education program is the largest in the state, producing about 27% of all teachers licensed in the state. The elementary education program enrollment was 704 undergraduates in fall 2012. The university enrollment is 70.06% white and 20.17 percent black.

Data for preservice teachers ($n=84$) were collected from four sections of a senior social studies elementary methods courses. The preservice teachers took the Test of Economic Literacy, Third edition (TEL) as a part of the course requirements to identify specific economics concepts on which preservice teachers needed remediation in order to teach economics concepts in the state social studies frameworks. The researchers requested data from the authors of an earlier study (Grimes et al., 2010) who had given the TEL to inservice teachers in the same state. The data was analyzed comparing the inservice teachers K-8 to all preservice teachers in the earlier study ($n=114$) and to subsets of the preservice teachers: a) K-5 ($n=49$), b) 6-8 ($n=26$), and 9-12 ($n=39$). Further analysis was conducted to identify specific questions that matched

competencies in the economics strand of the Mississippi Social Studies Framework (2011). Seventeen questions were identified. To determine how prepared the participants were to teach specific competencies the overall percentages for these questions were analyzed and reported. To determine how well prepared the participants believed they were to teach economics two additional questions were asked: a) how well are you prepared to teach economics and b) how would you rate your knowledge of economics, and c) how many courses in economics have you taken at the university level. The results of these questions are reported and discussed.

The preservice elementary teachers in the study demonstrated a significantly lower level of economic literacy as measured on the TEL than secondary inservice teachers and inservice teachers as a whole. One way ANOVA at .001 level resulted in a statistically significant difference on the percentage of answers correct on the TEL depending on teacher status, $F(3, 194)=16.731$, $MSE=250.311$, $p<.001$. Cohen's $f = 0.509$ and eta squared= 0.206 indicated a large effect size for status of the teacher. There was a significant difference between the preservice teachers K-8

and inservice teachers 6-8 and inservice teachers 9-12 ($p = .001$), but not a significant difference between preservice teachers K-8 and inservice teachers K-5. One way ANOVA at .001 level resulted in a statistically significant difference on the percentage of answers correct on the TEL between preservice teachers K-8 and the entire group of K-12 inservice teachers, $F(1, 196) = 27.786$, $MSE = 273.135$, $p < .001$. Cohen's $f = .366$ and eta squared = 0.118 indicated a large effect size. This reinforces earlier concerns about the ability of elementary teachers to teach basic economics concepts that are found in the social studies elementary curriculum (Grimes et al, 2010; McKenzie, 1971; Ramsett, 1972). The pairwise comparisons between the elementary preservice teachers and the subgroups of the inservice teachers reflects the findings in Grimes et al., (2010) that elementary teachers possess less economics knowledge than their secondary counterparts.

The fact that the preservice teachers and the inservice teachers are from the same state supports the contention that the difference in economics knowledge between elementary teachers and secondary teachers stems from differences in preparation at the university level,

specifically the number of economics courses taken (McKenzie, 1971). The overall findings support the intuitive belief that elementary teachers lack the necessary knowledge of economics to effectively teach economics concepts in the elementary curriculum.

Analysis of seventeen of the forty questions on the TEL that correlate with specific economic competencies in the state social studies frameworks indicates that the preservice teachers not only possess little economic literacy as measured on the TEL, but they lack the specific knowledge necessary to teach the required competencies. Two examples of concepts measured on the TEL and their relationship to social studies competencies will provide context to this analysis. Only 39% of the preservice teachers were able to answer a question that required knowledge of the concept of opportunity costs which is related to competencies required to be taught in grades one- five. Only 43% of the preservice teachers were able to answer a question that required knowledge of the concept of scarcity which is related to competencies required to be taught in kindergarten, first grade, third grade, and fourth grade. The analysis was limited only to competencies in K-6. Preservice

teachers' rating of their knowledge of economics and preparation to teach economics concepts was low and an accurate self-assessment. Additionally, a large majority of the preservice elementary teachers had not taken an economics course during their university education ($M=71.08\%$).

This study adds to the literature by addressing the problem of elementary teachers' economic literacy by specifically addressing the question of how prepared preservice elementary teachers are to teach economics. Previous studies focused on inservice teachers. This study used data from an existing study of inservice teachers to compare their economic literacy with preservice teachers' economic literacy. The results reinforced existing knowledge that preservice teachers are less prepared to teach economics concepts as their secondary counterparts. It extended existing findings through analysis of preservice teacher performance on specific questions on the TEL that correspond to competencies in the state social studies frameworks.

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**The Effect of Family Disintegration on Children and Its Negative
Impact on Society**

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Family disintegration is a widespread phenomenon. Modern studies have shown the extent of the negative effects of such a phenomenon on societies and their social history. Thus, it becomes an important issue to be studied and researched.

Family disintegration means the disintegration of the familial relationships between family members. This is because of being exposed, especially in Arab communities, to a number of problems resulting from the continuous social and cultural changes. As family is the social milieu through which a child grows and learns principles and social values that direct his/her behavior, it is important to direct a special attention to family correlation and to strengthening the relationships between its members.

Family is an integrated system with other society systems. If marital relationships collapsed, the whole society will be affected especially children. The reason behind familial disintegration can be

attributed to the lack of passion and amiability among family members. The negative effects of familial disintegration are reflected on children who suffer a lot and lead, as a consequence, to the disintegration and deviation of society. This is what modern social studies approved as the study being conducted by the researchers of Pennsylvania's university in America. The purpose of the study was showing the effects of family's behavior on a child's development. It was conducted on a sample of two hundred families with children between the first and fourth grades. Researchers found that work pressure and familial problems can be strong barriers against any type of communication between parents and their children. This affects children behavior as being deviated from their society.

Types of Familial Disintegration

There are two types of familial disintegration:

1. Partial disintegration: its features appear in temporary separation and permanent abandonment.

2. Complete disintegration: its features appear in making an end to marital relationship by being divorced or by committing suicide by one or both parents.

Sections of familial disintegration

- A. Material disintegration (i.e., physical disintegration) . It occurs with the loss of one of the parents by divorce, death, prison or abandonment.
- B. Psychological disintegration: it occurs in families suffering from continuous dispute between their members and in families who disrespect familial rights and duties (especially among parents). It also occurs if one of the parents is addicted or suffers from psychological disorders.

Factors Leading to disintegration:

Both social and personal factors might lead to familial disintegration:

1. **Mood factors** which lead to permanent tension as a result of the domination of the husband or the wife.

2. **Social values** resulting from incompatible features occurring between spouses as a result of the different social milieu of upbringing of the spouses.
3. **Behavioral patterns** which might change throughout the years of marriage.
4. The **negligence of woman** to her major role in her family because of her work. Such a case might cause psychological and social crises for children on one hand and depriving them from love and compassion on the other.
5. **Tensions** resulting from the loss of love emotions that used to exist before marriage.
6. **Absence, illness or death** of one or both parents leads to negative effects on children. They become subject to emotional instability, psychological and social tensions.
7. **The lack of healthcare for children in society** which instills malice feelings in children against society and lead to rebelling against its habits, behaviors and customs
8. **The spread of vice** and crime among society members.

9. **Weakness of a nation** and the loss of its social status due to the disintegration and decadence of a society.

Risks resulting from familial disintegration:

1. Failure of shared goals of the spouses to promote their family.
2. Negligence of one or both parents to their responsibilities towards their family.
3. The lack of accord between spouses and enhancing the chances of clashes to occur.
4. Superficial relationships between spouses because of the carelessness of both parties.

Ways of raising awareness to reduce familial disintegration

1. Holding educational programs and courses directed to acquaint youth with the ways of successful marital life before getting married.
2. Spreading awareness among families and guide them to successful familial life through mass media (TV, Radio and newspapers).
3. Achieving mutual understanding and love among family members and getting rid of emotional tension.

4. Supporting familial relationships and instilling the spirit of understanding and sacrifice among family members.

Historical Examination of the Segregated School

Experience

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Introduction

Effective history teaching includes ample opportunities for students to develop historical thinking skills and habits of mind which encourage them to learn content beyond simple acquisition of facts (Drake & Nelson, 2005; Wineburg, 2001). Studying the profound topic of segregation by employing multiple perspectives and encouraging investigation beyond the traditional narrative provides students with opportunities to examine and evaluate issues and events surrounding segregation, and consequently, the process of integration, at a level which facilitates meaningful learning. Allowing students opportunities to understand and appreciate the segregated *school* experience may provide an effective platform from

which to further explore segregation and its wider societal implications. Students relate to the schooling experiences of others, and the experiences of African Americans attending Black-only schools during segregation is indeed relevant and worthy of investigation in our history classrooms as we seek a more inclusive and interpretive understanding of the past.

The purpose of this article is to present an ethnographic historical study which includes personal narrative from three African Americans who experienced segregated America as students, initially in Black-only schools, and later as members of integrated schools. Mr. Otis A. Mason was a student and teacher at Excelsior High School in St. Augustine, Florida. He and his wife, Mrs. Mrytis Mason, both became teachers in segregated as well as integrated schools. Mr. Mason also became an administrator, and was the first African American superintendent of St. Johns County Schools in Florida. Mrs. Marian Selby attended the segregated Luther Jackson High School in Falls Church, Virginia. In her sophomore year, she became one of the first African Americans to integrate nearby George Mason High School.

Findings

From our ethnographic historical analysis, three distinct themes emerged. First, participants recollected attending Black schools as a positive experience in spite of myriad societal and political obstacles. Second, the schools provided and demanded academic rigor. And third, although Black schools were not equal in significant ways—including overall funding for facilities, resources and supplies—compared to White schools, those we examined managed to provide a rich educational experience that included many of the same activities found in White schools. We report on a few of the salient themes here.

School Experience

Teachers

Teachers who taught in Black-only schools exhibited characteristics of caring, authority, and sacrifice, necessary to promote student success in any school environment. “The key (to our academic success) was our teacher. They gave us the push. They continually told us ‘you can be what you want to be’, and we believed them” (Mason & Mason, 2010). The teachers at Excelsior were, for Mr. and Mrs. Mason,

caring and highly involved with their students. Mr. Mason recalled that as a teacher at Excelsior, he routinely worked closely with parents to ensure the academic success of their children; a practice he had learned as a student and continued to practice as he worked toward his eventual superintendentship (Mason & Mason, 2010).

Academic Rigor

Siddle Walker (1996) discussed the high expectations at Caswell stating that “teachers were careful to cover the content of the texts provided for their classes and were apparently unwilling to promote students who they felt had not mastered the content” (p. 126). Selby, suggested that the educators at her school were greatly invested in her education “The teachers and administrators who had worked very hard to get the degrees, I felt, were giving back to the community by working hard to prepare us for a life after Luther Jackson” (Selby, 2010).

The Masons echoed that not only did their school experience prepare them for higher education, but as teachers, many of their students continued their academic success at prestigious universities. To earn his

own teaching credentials, Mr. Mason first applied to the University of Florida. He was granted an interview during which time university administration acknowledged his qualifications and communication skills. Unfortunately, however, at that time a Black student had little opportunity for higher education in much of the South, leading Mr. Mason to pursue his degree at New York University. He graduated with distinction and in our interview recognized his sound academic preparation as critical to his success competing with White students at one of America's top-tier universities (Mason & Mason, 2010). The supported research on academic rigor stresses the value that Black-only schools placed on academic success and the ability to compete in a White-dominated society (Hundley, 1965).

Implications

Interviews and analysis of historical record and scholarship allowed us an opportunity to examine segregation from the perspective of African Americans who experienced it as students and teachers. Findings, bolstered by interviews conducted specifically for this topic, suggested that Black schools provided a nurturing learning environment designed to

facilitate academic and social success. An appropriate summary to our research can be found within the Excelsior Cultural Center's website, which states that the Excelsior School graduated "many of the area's top educators, nurses, business persons, entertainers and professional athletes" (Excelsior Cultural Center, para. 4) in spite of the challenges of operating within a school system that prevented Black students from equity of educational services and opportunities beyond graduation. Mr. Mason commented that, "I sometimes wonder whether folks take time to recognize the contributions that the products from those schools contributed to the culture and history of the community over a period of years" (Mason & Mason, 2010).

Without question, counter examples of failed attempts to educate Blacks in segregated America exist, however, acknowledgment of the existence of quality education and student achievement in Black schools deserves a place in current American history curriculum; not as an entre into promoting a segregation as in any way moral, but as an opportunity to discover that in the face of substantial challenges and overwhelming racism, members of Black communities created environments where

students learned and achieved; hoped and dreamed. Our desire is that this research represents a minor yet meaningful contribution to the goal of presenting a more nuanced history filled with multiple perspectives about a range of topics heretofore not adequately addressed to our K-12 students.

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**The Effects of Transnational Prejudice on Incorporation and Identity
Formation of Oaxacans in the U.S.**

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This research project is about the Oaxacan immigrant experience in the United States. Specifically, my study explores processes of transnational prejudice experienced by Oaxacans in Mexico and in the United States, tracing how this prejudice shapes their pathways of incorporation and racial identity in the United States in both social and labor sectors. The methodology for this study includes interviews of Oaxacan and non-Oaxacan Mexican immigrant field laborers in southern California, as well as participant-observation of their interaction with each other while working in the fields. Findings indicate that indigenous Oaxacan communities in the United States face double marginalization – by Americans and by their Mexican counterparts. This research fills a gap in current immigration literature and points the way to a greater understanding of the heterogeneous complexity of Mexican immigrants to the United States.

**Neo-Liberalism and the Deconstruction of the Humanistic
Pedagogic Tradition**

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Until recently, most educators share a commonly understood 'tradition' of teaching and learning, perceived to be embedded in long-standing models of practice. Since the Hellenic discussions of *Paideia*, the pedagogic tradition (complete with its internal disputes over the relative value of didactic tutoring and practical 'learning through doing') (Dewey 1916, Arendt 1961) has been underpinned by a set of shared understandings of what education is, what it is for and what it is worth (Tomlinson 1995:305): the guidance of self-unfurling human potential towards the achievement of autonomous and reflexive self-and-other enabling citizenship. In recent times, however, two significant factors have characterised a shift away from this settled collective understanding: (a) the performance of the traditional modes of teaching have become infiltrated and

overlaid by constant and intense changes, leaving academics struggling to underpin their teaching activities with clear philosophical principles; (b) these changes are, to a significant degree, designed to undermine traditional pedagogic goals and replace them with processes that inculcate neo-liberal ideology. These factors are clearly evident in the recent changes within higher education globally.

The Argument

By the mid-twentieth century, pedagogic ambitions had become firmly embedded within the broader humanistic ideals expressed and maintained within the discursive paradigm of ‘modernity’. The problem for humanistic pedagogy is, that as this enveloping paradigmatic modern ‘world’ became unravelled by its inherent uncertainties, the sub-paradigm of humanistic education lost its power and purpose also. Present times have self-evidently taken a post modern turn; our common culture is increasingly characterised by the ‘incredulity of meta-narratives’(Lyotard 1984) and the struggle to act coherently

within a world which is fracturing into unrelated pieces and/or liquefying into a flux of transient values(Bauman 1977). In such a scenario, the coherence and persuasiveness of the pedagogic tradition's humanistic ideals lose their context and their persuasive power so they appear anachronistic.

The neo-liberal cuckoo: The undermining self-doubt among humanistic thinkers and 'doers' of the modern western world coincided with neo-liberalism's emergence as an aggressive active agency (Tomlinson,1995: 37-310). As the neo-liberal 'New Right' stepped in to take the reins of government in the 1980s, it was all too easy for marketeers to enter into the self-consciously hollow heart of post-modern discourse and incrementally fill it with the language of commodification. Thus, at one and the same time, the discourse and actions of humanistic democratic politics and of its post-modern critique are occupied by neo-liberals, whose project reveals itself as it simultaneously empties the common world of all competing identities, consuming all incoming energies within its novel paradigmatic concept: 'the

Knowledge economy'. Consequently, pedagogues find themselves attempting to make sense of and to enact 'education in the knowledge economy' (Olsen *et al* 2004).

At Paradigmatic Level

The dominance of neo-liberal ideas in pedagogic discourse emerged in the reductive re-interpretation of Dewey's argument that democracy is served by entrepreneurial activity and that therefore 'learning through doing' should have entrepreneurial dimensions, to the idea that all learning through doing is entrepreneurial. Now, neo-liberals assert as unassailable fact 'a new paradigm for economic development programs' which 'puts higher education at the centre of states' efforts to succeed in the knowledge economy.'"(Shaffer *et al* 2010:1).At policy level, national education policies typically present states commitment to re-engineer the structures and processes of higher education towards neo-liberal goals: Higher education has a 'critical role to play in the coming decades as we seek to rebuild an innovative knowledge-based economy" (Irish government; National Strategy

Group 2011: 9), ensuring that the trend is exercised at institutional level. Hill and Lee, discussing the trend in New Zealand, make an incisive point about how the neo-liberal agenda reduces the scope of contemporary education: “all tertiary sector providers have been forced to pay homage to a “knowledge economy” paradigm “ with devastating results: ‘the departments within most universities operate as “independent cost centres” with the expectation that they are ‘financially viable units’ with the consequence that many intellectually vital but unprofitable Humanities courses are closed (Hill, Lee 2007:3)

These examples, from the USA, Ireland and New Zealand, point to neo-liberal education as an established global paradigm, shaping H.E.’s institutional mission statements and driving managerial activity. The consequent managerial squeeze on the dimensions in which teaching and learning operate facilitates the hollowing out of the substantive ethos of educational practices across higher education. For lecturers, this has meant being subjected to managerial pressure to reduce pedagogic objectives

from the classical humanistic goals of seeking to maximise authentic innovative thinking, to maximising students' entrepreneurial sensibility. A core feature of this shift is the establishment of regulated performative activities and measurable outcomes as tools for implanting commerce-oriented objectives. This approach is typified in *"Developing and Assessing Students' Entrepreneurial Skills and Mind-Set"* (Bilén *et al.* 2005) which presents a course outcomes table that marries traditional, discipline-based, standards of assessable achievements to a commerce-oriented set of capabilities and objectives. I select here just three examples: (a) 'The broad education necessary to understand the impact of engineering solutions in a global and societal context' is paired with 'students see business as a global process and new products/services/ventures must address this challenge'; (b) 'an understanding of professional and ethical responsibility' is paired with inculcating 'entrepreneurial leadership'; (c) 'A knowledge of contemporary issues' is paired with 'entrepreneurs must track and react to current issues or their

advantage is lost' (Bilén *et al.* 2005:236). The marriage of humanistic pedagogic goals that are the surface level objectives to be assessed, to a parallel set of non-pedagogic commerce-oriented objectives sets them up as Trojan horses with which to smuggle neo-liberal principles of conduct into the substantive core of pedagogic practice.

In such a regime, lecturers are pressurised and compromised: they must attain the objectives that are presented as nothing other than a newly imagined version of classical humanistic aims. New curricula press them to employ teaching methods that tend to drag the students' minds away from critical examination of the paradigm of teaching/learning that they are part of, to inculcate within them an uncritical pursuit of a particular ideology at the cost of enquiry into the issues of understanding and knowing which frame and enable authentic and wise practical action.

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**The Great Depression as a Generational Lens on
Contemporary Social Studies Reform Movements**

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While markedly different in scope and duration, it can be argued that the Great Depression of the 1930s and what has become known as the “Great Recession” of 2008 had a similar impact on public education in the United States. The budgets of educational agencies absorbed substantial deficits during both periods, while the employment status of teachers and other school-related professions assumed a tenuous position during both epochs as well.

Furthermore, it is concluded by many scholars that the height of the Great Depression in the United States was seen in 1932, three years after the crash of the stock market, as the Gross National Product had dropped a record 13.6 percent, unemployment reached 23.6 percent, and the prices of farm goods had fallen 53 percent (Watkins, 1993; Phillips, 1990). This year appeared to be the economic epicenter in public education as well, for as Kliebard (1995) noted, “By 1932, teachers’

salaries had been cut dramatically all across the country, and Chicago teachers had gone unpaid for months” (p. 161).

At this time, reform-minded individuals sought to seize the opportunity to experiment with new policies for public schools at the local, state, and federal levels. It was in 1932 that George Counts made his famous address to the Progressive Education Association, "Dare the School Build a New Social Order?" Additionally, it was also in 1932 when perhaps the most famous educational reform effort during the Great Depression had its beginnings. The project would become known as the "Eight-Year Study," a curricular initiative led by noted Social Studies textbook author and editor Harold Rugg. Within the study, Rugg – along with director Wilford Aikin and other project officials – wished to see the impact of a non-traditional high school curriculum, in the Social Studies and other content areas, on the post-secondary success of the students who experienced it. The project's overarching purpose was to address the needs of "a depressed society," as Rugg (1939) would ironically term it at the end of the 1930s, with no relief yet in sight. "This term is chosen in the deliberate endeavor to center attention on the shocking conditions and

problems which have swept up on our people and now threaten to engulf them... the inevitable aftermath of more than a century of undersigned and unrestricted exploitation of the lands and of the peoples of the earth” (pp. v-vi).

The purpose of this study is to thus explore similar contemporary curricular experiments in the Social Studies, with Rugg's efforts during the 1930s as a baseline.

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**Digital Collaboration to Promote Learning in the Social Studies
Classroom**

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The classroom use of web-enabled mobile devices in Social Studies is providing new and exciting opportunities for classroom instruction that can enhance student learning and promote student success. Through the use of web-enabled mobile devices, and existing no-cost applications, this session will model strategies, and engage participants, in the exploration of Digital Collaboration through experiences such as Digital Storytelling, Collaborative Wikis and Blogs, Cooperative Learning Using Mobile Devices, Questing, and Interactive Polling to promote student learning. These engaging and interactive strategies are appropriate for face-to-face, online, and blended-learning classrooms for a variety of grade levels.

Collaborative Digital Storytelling

When looking at the value of Digital Storytelling in the Social Studies classroom, whether at PK-12 or post-secondary levels, it is important at first to think about the value of storytelling. Storytelling allows a “teller” to impart their story or tale to an audience, whether they are children, adults, family members, or any other interested party. Storytellers use vocal explanation sometimes in conjunction with visual imagery to share their tale with their audience. When learning activities involve students doing the storytelling, digital storytelling can offer students a chance to find their voice, say those things that may be difficult to talk about, or provide those people who have difficulty communicating a new avenue of expression.

There are many tools, available either free or for minimal cost, to help teachers and students create their digital story. Tools are best separated into two groups: audio software to record sound and video editing software. Audio software such as Garage Band or Audacity can manipulate sound recorded with a computer or audio recording device. Video editing software including tools such as iMovie, Windows Live Movie Maker, ProfCast, and even PowerPoint or Keynote use photos and

motion to create a digital story for your students to share. Also, tools for animated storytelling include Voki, Glogster, and xtraNormal, where students tell their story using virtual people and locations.

Collaborative Wikis & Blogs

These two web-based content creators are great tools to use in digital storytelling projects. In many locations, digital storytelling tools such as these belong to the Web 2.0 environment. Each tool can provide a medium for transmission of content in digital format along with providing a platform for online digital collaboration. There is not much difference between either tool, and they are usually housed on a server external to the organization or person saving the content. Various wiki and blog websites are available for free: Blogger, Typepad, Edublog, PB Wiki, Wet Paint, and Wikispaces.

Whether you choose to use wikis, blogs, v-blogs, or other online storytelling tools, it is critical that the creator maintain control of both the content and subscription rights of readers and contributors. Additionally, both blogs and wikis can be set up as RSS feeds providing the reader instant transmission of a new blog or wiki entry when it is posted.

Collaborative Polling

The concept of polling in classrooms is not new. Teachers have always asked students their opinions about topics and ideas as a regular part of classroom instruction. However the potential sophistication and general usage of the information by students now presents educators with the opportunity to utilize polling through Digital Collaboration to improve student engagement and promote student learning.

Internet sites such as Poll Everywhere, Survey Monkey, Twiigs, FreePol, and Socrates all provide faculty and students the opportunity to use online polling applications to gather information and process results in effective and collaborative settings. Each site previously noted provides users the opportunity to develop a series of questions and electronically request answers, or provides the opportunity for participants to pose questions to be addressed by individuals or by groups. In Social Studies, these polls are not just for elections. Rather, student input on a large variety of topics and concepts can be effectively collected.

Examples of polling strategies used effectively in Digital Collaboration settings include: pre/post-event polls, whole class response

and analysis of polls, pre-instruction K-W-L responses, class ranking for review of key concepts, attribute linking, and internet resource evaluation, to name only a few. In each case groups, in face-to-face or online settings, use the collected data as the basis for their Digital Collaboration.

Collaborative Questing

The term Questing is a recently coined, general term used in online, distance, and mobile learning situations to refer to searching for some particular piece of information or item to answer a question. Frequent examples are scavenger hunts, web quests, directed notes, self-directed topical searches, and many others. These ideas, although somewhat effective in their own right are technically and procedurally suited to individuals.

In order to develop the types of social and academic skills current educators want, these instructional strategies must be expanded to make use of key facets of cooperative and collaborative learning in both face-to-face and electronic learning situations. By developing and utilizing strategies in a Digital Collaboration format, students explore topics and

concepts and then come together to process and communicate their findings about their particular topic.

Quests undertaken through Digital Collaboration strategies normally involve identified roles within the collaborative group, a clearly identified goal, and the use of online, or digital, resources to inform the collaborative process and eventual group product.

Summary

Digital Collaboration provides a robust opportunity in the Social Studies classroom to promote student learning in face-to-face and online learning environments. The strategies of Digital Storytelling, Collaborative Wikis and Blogs, Cooperative Learning Using Mobile Devices, Questing, and Interactive Polling each provide a unique and impactful strategy to promote student learning and enhance social skills in the classroom.

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**Disrupting Patriarchy: Challenging Gender Violence In Post-
Apartheid South Africa and Post-Conflict Northern Ireland**

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Women in post-conflict Northern Ireland and post-Apartheid South Africa continue to experience gender violence in three venues. First, paramilitaries in Northern Ireland, gangs in South Africa, and groups of young men in both countries continue to dominate public space and often inflict violence upon women. While paramilitary and gang activity might dominate some communities more than others, all women live under the fear of attacks, harassment, and rape from strangers while navigating public space. Second, women experience violence within their most intimate relationships, and this violence can impact one's self-esteem, physical health, and relationships with others. Third, institutions designed to protect women, such as healthcare systems and criminal justice systems, remain ineffective in many instances. Women continue to struggle for freedom from gender violence and sexual discrimination because society has not transformed traditional dichotomies that elevate the masculine and degrade the feminine. Gender binaries fester when patriarchal institutions

facilitate animosity, competition, and miscommunication between men and women. Challenging gender violence involves disrupting patriarchy - - within social structures, within politics, and within families -- that make gender violence permissible.

**The Relationship between Teachers' Conceptions of Democracy and
The Practice of Teaching Social Studies: A Collective Case Study of
Three Beginning Teachers**

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Teaching for democratic living is particularly relevant for social studies teachers, who are teaching content that often includes ideas and discussion regarding matters of democracy in society. Do social studies teachers only teach about democracy? Do they in some ways teach for democratic living? Also, what is the difference? Social studies teachers' beliefs about (as a part of conceptualizing) democracy, and the ways they think those beliefs are related to their practice are important to understand if we are to address these questions as an outgrowth of contemplating the overall purposes of social studies education. One of these purposes has been accepted broadly as teaching the skills, knowledge, and dispositions necessary for citizenship in a democratic society (National Council for the Social Studies, 2008).

In social studies little attention has been paid to teachers' backgrounds and beliefs as they may or may not influence their teaching

practice (Adler & Confer, 1998; Johnston, 1990). Furthermore, Wade (2001) suggested that in scholarly work on democratic education personal accounts of what teachers are doing in classrooms are less common than theoretical assertions, but often more powerful. Given these claims made by scholars such as Wade (2001) and Adler and Confer (1998), the field of social studies is lacking potentially valuable research on teachers' beliefs about pedagogy and content that would offer unique insights and a deeper understanding of what guides teaching practice in the social studies and toward what ends. This abstract is part of the author's dissertation study that sought to address this notable research gap in the field of social studies education.

The Purpose Statement and Overview

The purpose of this interpretive research was to better understand the ways beginning social studies teachers' beliefs about democracy were related to their practical experiences. This was accomplished in part by asking three beginning teachers, who agreed to participate, to develop personal practical theories (see Cornett, 1987, 1990) of democracy and then, over subsequent months, reflect on the ways their experiences might

be related to their theories. With this in mind, the research was designed as a collective case study with three participants in which each participant was a case, bound and connected by the overarching research question.

According to Cornett (1987, 1990), personal practical theories refer to the teachers' beliefs about teaching or learning and the way(s) in which the teacher thinks those beliefs will or should be a part of their practice. Furthermore, Cornett (1987, 1990) recognized personal practical theories could include beliefs about content. Therefore, for this research, Cornett's notion of personal practical theories has been adapted to focus only on the conceptualization of *democracy* in the context of teaching social studies. These personal practical theories of democracy, were constructed by the participants with researcher facilitation, and were generally defined as the teachers' personal beliefs about democracy that the teacher also thought could and should be enacted or represented through teaching practice. The participants' personal practical theories of democracy were used as a way to begin to articulate their beliefs about democracy and the relationship(s) of those beliefs to their teaching

practice. Working within this structure made the teachers' beliefs more accessible and the research more feasible.

Research Questions

The gap in the social studies literature between democratic education and what teachers believe about the concept of democracy related to the practice of teaching, implies a need for research that addresses what social studies teachers believe about democracy and the ways those beliefs are related to their teaching practice. Therefore, the following questions guided the design and research process of this study:

Overarching question: In what ways are these beginning social studies teachers' personal practical theories of democracy in teaching related to their practice in the secondary classroom?

Sub-questions:

1. What do these social studies teachers' identify as beliefs about democracy?
2. Where do the participants believe their beliefs in democracy come from?

3. Which beliefs in, or characteristics of, democracy do these participants think are or should be a part of teaching social studies?
4. How do these social studies teachers enact beliefs about democracy as personal practical theories of teaching?

To investigate these research questions, I relied on multiple cases bound by the same questions with instrumental purposes. More specifically, this research study was a collective case study as framed by Stake (1995). For each of the three participants, data was collected through two in-depth interviews, at least three post-observation debriefing sessions, at least nine observations, and the collection of artifacts from each teacher's practice including lesson plans, instruction sheets, projects, and other resources participants developed and used with students. A constructivist grounded theory (Charmaz, 2006) approach to analysis was used to gain a deeper understanding of the thinking and process these three teachers used when they enacted and reflected on personal practical theories (PPTs) and the relationship of those PPTs to practice.

Findings presented include the PPTs of the three beginning social studies teachers who were participants in this study represented in Tables 1-3.

Table 1.

*Personal Practical Theories of Democracy in Teaching as Defined by the Participant
Amber's Personal Practical Theories of Democracy in Teaching*

THEORY 1: Learning to Work within Difference

I think they need to learn to work with people different from themselves, and in practice I have them work in groups I assign and I change them often, I don't let them pick their seats (Amber, Interview, 11/07/11)

THEORY 2: Students are Individuals with Different Needs

Every student is different and has different needs so in practice I adjust due dates, assignments, and activities for students based on their learning and behavioral needs (Amber, Interview, 11/07/11)

THEORY 3: Relationships with Students are Essential

It is important to get to know students and let them know you are there for them so in practice I take time when possible to ask students questions and listen to them when they want to talk about things at home or what they are doing outside of class/school (Amber, Interview, 11/07/11)

THEORY 4: Freedom and Choice are Essential

Freedom and Choice are essential in a democracy and in practice I give them opportunities to make choices with consequences, students may choose to work or not but it affects their grade and students are encouraged to learn about the freedom and rights they have and how and when to fight for those rights and freedoms and to learn about how and why people make decisions and choices as citizens (e.g. civil rights unit, comparative government unit, civil disobedience unit) (Amber, Interview, 11/07/11)

Table 2.

*Personal Practical Theories of Democracy in Teaching as Defined by the Participant
Katharine's Personal Practical Theories of Democracy in Teaching*

!

THEORY 1: Participation is Essential

Participation is important in a democracy so I have students interact with each other, give me feedback and I listen to them/give them a voice (Katharine, Interview, 11/09/11)

THEORY 2: Education is a way to a Better Life

In a democracy individuals can better their life through education (learning, rights, responsibilities of citizenship, and skills to be productive member of society) – So I really stress taking education seriously, help with scheduling decisions, and push college track. Students explore content and ideas in ways that apply to their lives and future especially for socioeconomic mobility and future career (Katharine, Interview, 11/09/11)

THEORY 3: Education is a way to a Better Society

Education can make society better in a democracy – so I show them how content ideas and themes (e.g. enlightenment, revolution, etc. knowing rights and responsibilities) can make change and include real world examples national and global (e.g. Middle East) (Katharine, Interview, 11/09/11)

Table 3.

*Personal Practical Theories of Democracy in Teaching as Defined by the Participant
Mitch's Personal Practical Theories of Democracy in Teaching*

!

THEORY 1: Freedom of Choice is Essential

In a democracy you have the freedom of choice to take whatever path you want in life and Not like they get to choose their assignments and stuff, it's more along the lines like I will present something to you (students) all sides, arguments, supporting details, and examples of the subject and then the student you know has the right to feel their side on which ever part of that argument that they fall on (Mitch, Interview, 11/15/11)

THEORY 2: Concern for the Rights of Others

In a democracy you should be concerned for whether or not you're infringing on the rights of others and not just by saying this exactly but just through the way that I control the classroom you know regardless of your socioeconomic or economic background, your color, your country of origin, that everybody in my class has an equal say and you have the right to believe what you want to believe without others trying to step all over you or you know put them through the meat grinder because of your peers, that's just not going to happen. And I don't think it really has happened, like you'll have kids that will disagree with each other like "Oh, come on, that's not true" you know what I'm saying and you know that's fine, but I mean if you go, what do you know you're from Somalia and you shouldn't even be in this school, you know, no one's ever went there, but if that were the case I think I'd lose it, I think I've set the tone where that's not going to happen (Mitch, Interview, 11/15/11)

THEORY 3: Group Collaboration and Accountability

In a democracy collaborative work and responsibility (to self and group) are necessary to be successful and I try to enforce collaboration and also responsibility because even though when you do go and have to collaborate with people there's always those coat-tailors and you try to teach at a young age that coat-tailing is a very negative thing because they are everywhere. They're here, they are everywhere I've ever been, so you know, we work on stuff together a lot (Mitch, Interview, 11/15/11)

These PPTs reflect the teachers' beliefs about democracy as a concept and way of organizing society. Inherent within each teacher's PPTs are particular values and ideas that reflect beliefs about democracy as well as

explicit connections to their teaching practice. For example, Katharine noted in one of her PPTs that “Participation is important in a democracy so I have students interact with each other, give me feedback and I listen to them/give them a voice” (Katharine, Interview, 11/09/11). In addition, a major finding regarding the views on and role of ideas about *freedom, rights, and equality* as democratic values emerged in the context of teaching and learning social studies for citizenship purposes; in particular citizenship within a society that simultaneously values democracy and capitalism. This finding and the values that connected conceptions of democracy and teaching practice for these participants is shown in Table 4.

Table 4.

Conceptualizing Democratic Living in Practice: The Aspects of Related Values, Actions and Intended Learning Outcomes

Theme	Values	Teacher/Student Actions	Intended Learning Outcome
Conceptualizing Democratic Living in Practice	Freedom	"Constructing Knowledge (A, K)	"Personal Responsibility (A, M)
		"Choice (A, K, M)	"Social Responsibility (M)
		"Content Knowledge (A, K, M)	"Patriotism (K)
		"Decision-Making (A, K, M)	"Change Agents (A)
		"Source Evaluation (K)	"Recognizing Privilege (K, M)
		"Independent/Free Thinking (K)	- "Free" Economic Life (A, M)
		- Global Perspectives (K)	
	Equality	"Fairness (A)	"Participation (K)
		"Discussion (K, M)	"Social Responsibility (A, K)
		"Choice (K)	"Personal Responsibility (A, K)
		"Decision-Making (K)	"Patriotism (K)
		"Collaboration (A, M)	"Open Mindedness (A, M)
		"Listening (M)	"Recognizing Privilege (K, M)
		"Talk Across Difference (M)	"Voice (K)
		"Content Knowledge (K)	
		"Relationships with Students (A)	
		"Source Evaluation (K)	
		"Teaching the Marginalized (K)	
	Rights	"Collaboration (K)	"Peaceful Resolutions (M)
		"Discussion (K, M)	"Patriotism (K, M)
		"Content Knowledge (A, K)	"Open Mindedness (K)
		"Participation in Class (A)	"Personal Responsibility (K, M)
		"Source Evaluation (M)	"Social Responsibility (K, M)
		"Make Justice Judgments (A)	"Voice (K)
		"Students' Rights (A, M)	"Participation (A, K)
			"Informed Decisions (K, M)
			"Change Agents (A, K)
			"Community Membership (A, M)

Note. The first letter of the participants' pseudonyms was used to designate their individual and shared

ideas. A was used for Amber, K for Katharine, and M for Mitch.

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**Facilitating the Reduction of Recidivism: A Political Philosophical
Approach to Community Justice**

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Political philosophy and criminal justice are fields which rarely mix. While justice and criminology are largely focused on the notion of practical, empirical enforcement methods for creating a safer society at large, political philosophy typically remains in the lofty realm of abstract thinking, virtually inaccessible to the lives of individual citizens; however, a thorough examination of political philosophical thought reveals multiple and strong strands of criminological theory. Even strong hints of the relatively new notion of community justice can be found interwoven throughout the entire tapestry of the political philosophical tradition, from Aristotle's *Nicomachean Ethics* to John Rawls's *A Theory of Justice*. Why would such a relationship among traditionally disparate disciplines be worth discovering and developing? This paper will attempt an answer to that question by demonstrating that in order for communities across the world to accept and view the new notion of community justice as relevant, a framework that is historically rich and practically cogent, as well as

academically sound, must be established in order to legitimize this new trajectory of executing justice in society. Thus, in order to reduce and prevent crime, diminish the number of recidivists in society and create overall safer communities throughout the world, a political philosophical approach to community justice must be undertaken.

**Teaching Social Studies Through Photography: World Travels of a
Pre-Service Teacher**

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Teacher candidates preparing to teach grades 4-8 in Pennsylvania select content areas for 7th and 8th grade certifications: mathematics, science, language arts or social studies. Regardless of their selected certifications for grades 7 and 8, all students complete coursework in the social studies (history, geography, and political science) and a social studies teaching methods course including a field experience component. Encouraging middle level pre-service teachers to integrate social studies in their teaching, requires university instructors to acknowledge students' prior experiences as learners of social studies, their preconceptions, and varying contexts in which they may teach. Students' mixed perceptions and diverse experiences as learners of social studies inform their thinking and dispositions toward social studies teaching and learning. A first step in engaging teacher candidates in becoming effective social studies teachers is to help students develop personal connections to the content and fields of social studies. Teacher candidates' varied life experiences can be used

to help them develop knowledge and understanding of the social studies discipline and dispositions that may lead to their greater inclination to integrate social studies in their classrooms, regardless of contextual constraints. It is helpful for pre-service teachers to draw connections to their own experiences as viewed through the lens of the discipline. For instance, linking personal experiences (e.g. in the arts, travel, or other avocations) to broad concepts in the social studies may facilitate teacher candidates' deeper understanding of those themes. Students in a social studies methods course were asked to describe their understanding of teaching social studies, in relation to a personal experience or occupation. One student demonstrated her learning through a personal experience of travel through Europe and the United States.

By examining and using her digital photographs, Rebecca has been able to develop a lesson for middle school students aiding them in developing understanding of geographic concepts. Her experience is described: "Throughout my 8 month study abroad experience, countless family vacations to National Parks, and continuing trips overseas, I witnessed the social sciences come to life before my eyes and documented

these through digital photography. In Europe, I traveled to Spain, France, Italy, Germany, United Kingdom, Ireland, Austria, Greece, Czech Republic, Hungary, and Croatia. In the United States, I traveled to 26 National Parks, 17 National Monuments and numerous national historic sites. Through these travels, I immersed myself in the culture and ways of the native people in attempts to experience worlds unlike my own. I was able to walk the footsteps of their fallen soldiers; to swim, hike and bike my way through their geographic terrain; to barter my way through purchases using different currencies; and to dance, sing, and experience the culture that makes each place unique. Returning home and studying social studies materials that I may use with my future students allowed me to realize how much I knew about these places, as a result of my experiences. I created a series of lessons to use in middle school classrooms where I help students learn about the social sciences through digital photographs as a supplement to their existing curriculum, and tested this strategy out in a variety of middle level classrooms.”

Below is an abstract of the lesson that was taught. Lesson Synopsis: Teaching History, Geography, Economics, Anthropology, and

Sociology Through Digital Photographs Introduction: Students examine 5 digital photographs taken in five European countries and they will be guided through discussion about what each photo represents. Students will answer key questions: (1) Who/what is depicted in the photo? (2) What stands out about the photo? (3) What information can you gather from the photo? (4) What inferences can you make from this information? Why? (5) What information is missing from the photo that would provide more information for you? Whose experiences are represented or missing? (6) What can you infer tell us about each country's history, economics, geography, culture? Procedure: The teacher presents a 5-photo collage of pictures all taken in a specific country (Italy was used for this teaching experience). Students study the photos, and like in the previous exercise, pull-out information relating to the country. Each photo relates to one area of the social sciences. Students are encouraged to draw inferences about the country from the digital photo. The teacher will then show graphs, charts, and maps, that enhance the information learned through the photographs. Using this information the students will reinforce their inferences, or question what they observed to build a concrete

understanding of the country. Students will be divided into groups, giving each group 5 photos from a particular country and ask them to perform the same procedure, using information from various digital and print resources to verify their inferences. Students will categorize their information by NCSS themes or concepts related to their current social studies curriculum (ex. Geography themes). Groups will share their findings with the class.

Extension: The students will collect photos from their home town, vacation spot, online or print images, and create a 5-photo collage depicting the location and representing relevant social studies themes: geography, civics, history, and economics. Students will display photos and record a description that includes (a) what their photos depict, (b) their personal connections to the images, and (c) provide documentation to support their descriptions from relevant and reliable sources. This lesson can be adjusted to fit a range of desired learning outcomes. The photographs could be centered around a specific social science instead of a variety. For example: if the “nation’s economy” is the topic of choice, all photographs can pull-out different aspects of the nation’s economy.

Using real photographs allows the students to make concrete connections between the information they read, and actual current displays of the information. Students will make lasting connections to the materials, as this strategy encourages students to actively discover the desired information, using information literacy skills. When teachers can make personal connections to the material, the students are able to make similar meaningful connections.

**Young Children's Descriptions about the History of Their Given
Names**

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Child development is central to enacting and creating a principled populous and suitable environment for every child in every context. Identity is salient to every child's early development, citizenry, dignity, and sense of self. By studying the history of one's name, a child is able to develop a further sense of identity. From reflection on one's identity, historical and cultural knowledge develops cognitive frameworks for young children to build upon. Historical questions expand when children tap into prior knowledge and have opportunities to reflect on what they already know through discourse (Levstik & Barton, 2010). That is the

focus of this study, young children using existing knowledge about the history of their name to build historical and cultural knowledge.

**Apoyo: How Does This Culturally Learned Practice from México
Characterize Hispanic Households in America?**

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El apoyo (meaning loving support) that a Hispanic parent unconditionally shows her child via a hug, a soft word, a helping hand or advice represents the foundational education that the child will rely upon, especially in their formative years. The household ‘educación’ or education occurs long before their children enter the realm of formal education. Through the influence of parental apoyo, their child will explore and learn a great deal about their surroundings filled with unique smells, sounds, textures, colors, and tastes. From household visits with Hispanic families and conversations in their native language, this researcher presents a portrayal of how five Hispanic, immigrant families use the word ‘apoyo’ to nurture their children’s early development and prepare their children to ultimately become responsible, caring citizens in the United States. Having been allowed to observe their natural everyday familial interaction, the researcher came to understand that there are

different forms of apoyo such as emotional support. In this instance, the encouragement and sentiment that parents ordinarily model in the household serves to instill an emerging confidence for their toddler to take their first step, to carry a plastic cup with water across the kitchen, or in later years to maneuver the controls of a tricycle. Economical support was a second form of apoyo that occurred in the household between parents and their children. An eleven-year old child desired to purchase a particular novel as part of his school studies. Although the child had earned some money from helping an uncle to tutor other children and raking leaves for several families in the neighborhood, the child still did not have enough money to purchase the book. In this instance, the father expressed apoyo toward his son by expressing his gratitude for the son's commitment toward fulfilling his school responsibilities and then offered to support his son's schooling by volunteering to pay the difference to cover the price of the book. In a separate instance, the parents exemplified economical apoyo when they worked extra hours to help pay the airfare so that their 12-year old son could visit his grandparents in Mexico during the summer school break. This form of apoyo is especially

significant as it represented the parents' desire for their son to see firsthand his grandparents and other relatives with whom he had only communicated via cell phone or written correspondence. One other form of apoyo that the parents instill in their children is "hacer algo con ganas y compasión" meaning do everything with compassion and energy. At home, this form of apoyo is seen as the father sits down to hear and appreciate a child's account of their day even though the parent just worked 12 hours or as the mother devotes all her energy and love toward making the family dinner, at times as late as 10 pm when her husband returns from the workplace. Under the tutelage of the parents' apoyo, their four-year old child learns to offer an adult who enters their household 'una agüita' meaning a small glass of water; express a respectful salutation to a grandparent or elder; or listen to and obey the parents' instructions. This form of apoyo is also expressed in the parents' consejos or counsel with love for their child who has done well in mathematics but has struggled in the spelling lessons. In all instances, the parents utilized apoyo because their own parents in México had repeatedly exemplified this practice during their childhood and household conversation. Thus,

these Hispanic, immigrant parents, now in a new country, use apoyo as a framework to lovingly guide their own children to walk the first step, respect others, know right from wrong, show determination in all endeavors, and be more successful in American society.

Implications of Common Core State Standards on Social Studies Education

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In light of the current state of social studies instructional practices and knowing the history of the SBER, how will social studies teachers and teacher educators be affected by the CCSS? For one, social studies teachers will have to focus on skill acquisition more than previously required. This is not to say that social studies teachers were not teaching skill acquisition prior to the CCSS; however, the CCSS were created to ensure that teachers, including social studies teachers, are teaching these vital skills so that students are college and career ready. In fact, the ten Common Core Social Studies standards for reading are replete with words that suggest high level thinking skills such as: “infer, analyze, interpret, assess, integrate, evaluate, and delineate”. Additionally, reading standards seven, eight, and nine promotes that outside texts be used more frequently by students. The standards also require that students study various views or stances on issues (e.g. “assess point of view”, “evaluate the argument”, and “compare the approaches the authors take”). Furthermore, the writing

standards explicitly indicate that students should be writing more, which hopefully indicates that social studies teachers will limit the use of “bubble” tests (e.g. multiple choice, true/false, matching, etc...).

If teaching practices are to change to fit the requirements of the CCSS than social studies teachers will need additional training at both the pre-service and in-service level. It cannot be expected that teachers will wake up one morning with a new acquisition of pedagogical practices. Teachers will need a greater amount of professional development to prepare them to teach with the CCSS. Pre-service teachers too will need to be trained to utilize the CCSS. Professors and district personnel will need to model a greater array of non-traditional instructional practices to their students/employees. Beck and Eno (2012) indicate that teacher educators “...tend to stick to traditional instructional methods that rely on lecture and textbook content” (p. 74), and this is especially true for undergraduate introductory courses. This suggests that current social studies teachers should inquire about obtaining a graduate degree.

Technology too will play a vital role in transforming social studies teachers’ pedagogical practices. It is true that only two standards mention

technology, writing standard six, “Use *technology*, including the *Internet...*” and writing standard eight, “Gather relevant information from multiple print and *digital* sources...” However, the use of technology, specifically the student use of technology, will further enhance lessons and more easily allow social studies teachers to meet the CCSS. For example, Reading standard seven states, “Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words”. By utilizing technology teachers can quickly obtain “diverse formats and media” through the internet. Teachers can also utilize state of the art presentation and interactive equipment such as SMART boards or Promethean boards as means to present the diverse formats. Additionally, students can publish their written work through blogs, wikis, web sites or other digital portfolios (Harris & Hofer, 2011; Heafner & Friedman, 2008; Mayers, 2008). Of course, many teachers will need additional training and it would be wise for professors to model this technology use in their classrooms.

The variable that seems to have the greatest effect on the instructional practices of social studies teachers is not the standards but

rather the high-stakes assessment (Hamilton, Stecher, & Yaun, 2009; Stern, 2005; Vinson, Ross, & Wilson, 2011). Barbara Slater Stern (2005) quotes a Virginia world history teacher in her article, “Debunking the Myth: The Social Studies and Rigor” as saying, “All [the students] need to know about Africa [to pass the test] is the salt trade, the copper trade and Swahili!” (p. 56). Stern also reminds her readers that Virginia’s history standards are touted as being academically rigorous. Although, twenty-one states and the District of Columbia, will be utilizing a new assessment piece to accompany the CCSS called the Partnership for Assessment of Readiness for College and Careers or PARCC for short, which will be ready for implementation by 2014-15 (see the website for more information <http://www.parcconline.org/about-parcc>).

Since the inception of the SBER the goal has always been to strengthen America’s global economic future by investing in our greatest resource, children. Apparently after three decades America still hasn’t met the presumed expectation of having the best K-12 education in the world. In social studies, many teachers may have felt ignored and irrelevant in light of the previous SBER movements. In fact, throughout those three

decades social studies teachers instructional practices did not changed much.

There are several implications for social studies teachers and teacher educators as a result of the new CCSS. First, teachers will be expected to place a greater focus on skill acquisition rather than fact memorization. Professors too should expect to teach these skills so as to prepare their per-service teachers. Teachers will need professional development that fosters the use of non-traditional instructional practices, particularly those using technology as it can be seen as an ally. However, the greatest implication lies with the creation or non-creation of a common social studies assessment piece. Many social studies teachers are pragmatic in that they do what is in the best interest of their students (i.e. pass the mandated test). If the test is focused on facts then teachers will teach the facts. If however, the test is focused on skills then teachers will teach skills.

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